

Psychological Abstracts

VOLUME 18 • NUMBER 7 • JULY 1944

EDITOR

WALTER S. HUNTER
(Brown University)

WITH THE CO-OPERATION OF

F. C. BARTLETT	Cambridge University
R. KURODA	Keijo Imperial University
R. NIHARD	University of Liège
V. OSIPOV	Leningrad
H. PIÉRON	Sorbonne
M. PONZO	University of Rome
P. RANSCHBURG	University of Budapest
M. L. REYMERT	Mooseheart, Illinois
L. S. TSAI	University of Nanking, Chengtu

~

Editorial Office: BROWN UNIVERSITY, PROVIDENCE 12,
RHODE ISLAND; Business Office: PRINCE AND LEMON
STREETS, LANCASTER, PENNSYLVANIA AND NORTH-
WESTERN UNIVERSITY, EVANSTON, ILLINOIS. Send
changes of address to: Psychological Abstracts,
Northwestern University, Evanston, Illinois.

CONTENTS

General (including Statistics)	1953-1971
Nervous System	1972-1978
Receptive and Perceptual Processes	1979-2001
Learning, Conditioning, Intelligence (including Attention, Thought)	2002-2009
Motor and Glandular Responses (including Emotion, Sleep)	2010-2038
Psychoanalysis, Dreams, Hypnosis	2039-2050
Functional Disorders	2051-2127
Personality and Character	2128-2156
General Social Processes (including Esthetics)	2157-2201
Crime and Delinquency	2202-2210
Industrial and Personnel Problems	2211-2245
Educational Psychology (including Vocational Guidance)	2246-2285
Mental Tests	2286-2291
Childhood and Adolescence	2292-2342

SUBSCRIPTION \$ 7 . 0 0 A YEAR • FOREIGN \$ 7 . 2 5

PUBLISHED MONTHLY, WITH TWO ISSUES DURING DECEMBER, AT PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA
BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INCORPORATED

Entered as second-class matter July 12, 1937, at the post-office at Lancaster, Pa., under the Act of March 3, 1879

AUTHOR INDEX

- Abelson, B. R., 2292
Acedo Castillo, L., 2051
Achilles, P. S., 1969
Alexander, F., 2052
Alexander, L., 2039
Alford, L. B., 1972
Allen, W., 2053
Allport, G. W., 2157
Amster, F., 2054
Anderson, D., 2158
Andrews, T. G., 2128
Androgue, E., 2027
[Anon.], 1953, 1954, 1955
Ansbacher, H. L., 1979
Appel, K. E., 2035
Arief, A. J., 2032
Aronson, L. R., 2010, 2011
Arthur, G., 2286, 2287
Artley, A. S., 2246
Baetjer, A. M., 2211
Baker, H., 2212
Banister, H., 2293
Bartlett, M. R., 2056
Baruch, D. W., 2213
Bateson, G., 1956, 2129
Bathurst, M. E., 2202
Bauman, B. G., 2214
Bear, J., 2012
Beckett, W., 2215
Bender, J. F., 2159
Bennett, A. E., 2057
Bergier, E., 2130
Binger, C., 2058
Birner, J. E., 2294
Blair, A. P., 2160
Blanchard, P., 2295
Blanchett, G., 2013
Blodgett, H. C., 2002
Boas, G., 2161
Boland, E. W., 2059
Bosnard, J. H. S., 2162
Boulger, C., 2287
Boynnton, P. L., 2296, 2297
Bradley, C., 2298
Brailsford, H. D., 1980
Brillard, J., 1981
Bronner, A. F., 2299
Brown, Fred, 2003
Brown, W., 2163
Bryan, A. I., 1957
Bryant, I. P., 2253
Burk, S. L. H., 2216
Burlingham, D., 2300
Burt, C., 2247
Caldwell, J. M., 2060
Cameron, N., 2061
Cantril, H., 2164, 2165
Caprio, F. S., 2062
Carhart, R., 2014
Carlson, A. J., 1969
Carrison, D., 2341
Carter, J. W., Jr., 2248
Chapanis, A., 1982
Chapin, F. S., 2166
Close, R. L., 2288
Cobb, S., 2063, 2131
Coblentz, J., 2249
Cofor, C. N., 2136
Coffin, T. E., 2167
Cogan, D. G., 2233
Cohen, L. H., 2064
Cohen, R. R., 2217
Cohn, R., 2065
Colby, M. G., 2301
Collins, N. E., 2168
Conklin, E. G., 1969
Corr, W. P., 2059
Corwin, W., 2066
Court, A. T., 2218
Cruvant, B. A., 2065
Cummings, F. J., 2067
Cunningham, K. A., 2219
Davis, F. B., 2250
Davis, W., 1969
Dawson, D. J. C., 2068
Dawson, W. M., 2302
Day, F., 2040
Deb, A. K., 2303
Dembo, T., 2141
De Sanctis, A. G., 1958
Dieter, E. J., 2230
Dimmick, F. L., 1983
Douglas-Wilson, L., 2069
Dow, C. W., 2251
Dresser, J. D., 2220
Drinker, P., 2233
Dysinger, W. S., 2252
Ebert, E. H., 2311
Eckhardt, B. C., 2259
Edwards, T. I., 2240
Eliasberg, W., 2015
Engel, G. L., 1973
Erickson, M. H., 2041
Fairchild, H. P., 1959
Farris, R. E. L., 2169
Farwell, J. E., 2080
Fay, P. J., 2132
Fazekas, J. F., 2073
Fehlman, C., 2256
Ferris, E. B., Jr., 1973
Festinger, L., 2141
Finger, F. W., 2070
Flekkel, A. B., 2244
Fleming, V. V., 2289
Fordham, M., 2304
Fox, J. B., 2221
Fredenburgh, F. A., 2222
French, T. M., 2042
Freud, A., 2300
Friedrich, W., 1984, 1985
Gair, M., 2305
Gallup, G. H., 2290
Gardner, G. E., 2306
Gardner, G. M., 2259
Gates, D., 2072
Gaylord, C., 2016
Gentry, E., 2071
Gilkinson, H., 2170
Gitelson, M., 2043
Goebel, M., 2000
Goitein, P. L., 2133
Goldfarb, W., 2307
Goldhamer, H., 2176
Goldsmith, E., 2308
Golseth, J. G., 2032
Gorer, G., 2171
Graybiel, A., 2072
Griffin, D. R., 2017
Gross, N., 1994
Guest, L., 2223
Gundlach, R. H., 2309
Guthrie, R. R., 2134
Habbe, S., 2310
Haggard, E. A., 2004
Hall, H., 2172
Halperin, S. L., 2053
Harding, L. W., 2253
Hartman, C. G., 2018
Hastings, D. W., 2113
Hearnshaw, L. S., 2224
Heberdey, R. F., 1986
Henderson, M. T., 2225
Hendry, C. E., 2173
Henmon, V. A. C., 1960
Hermans, T. G., 2019
Hertz, M. R., 2311
Hildreth, G., 2312
Hill, L. B., 2041
Himwich, H. E., 2073
Hodes, R., 2020
Hodge, H. C., 2016
Hofer, P. F. A., 1977
Horowitz, E. L., 2176
Horsley, J. S., 2074, 2174
Horton, E., 2254
Horvath, S. M., 2066
Horvitz, O., 2072
Hoslett, S., 2226
Howard, L. O., 1969
Howell, W. S., 2255
Hu, H. C., 2175
Hughes, J., 2113
Humphreys, L. G., 2005
Hunt, J. McV., 2135, 2136
Hunt, W. A., 2227
Hunter, O. E., 2228
Hutt, R. B. W., 2229
Hutter, H. J., 2230
Ichheiser, G., 2137
Ingram, M. E., 2075
Jacob, Z., 2138
James, H. E. O., 2313
Jellinek, E. M., 2021
Jenkins, J. G., 1961
Jennens, A., 2044
Jensen, J. P. H., 2239
Jersild, A. T., 2256
Johnson, A., 2006
Johnson, G. B., 2176
Johnson, S. B., 2139
Jones, L. A., 1962
Judd, D. B., 1987
Kamman, G. R., 2140
Kanner, L., 2314
Karwowski, T. F., 1988
Kasson, S. G., 1990
Keegan, J. J., 2057
Kelly, K. L., 1989, 1990
Kenyon, E. L., 2076
Kerr, W. A., 2231, 2232
Killgallon, P. A., 2257
King, H. E., 1991
Kinsey, V. E., 2233
Kirkpatrick, F. H., 2234, 2235
Klaker, G. W., 2077
Klineberg, O., 2176
Kluckhohn, C., 2144
Knower, F. H., 2258
Koester, R., 2022
Krinsky, E., 2023
Kubie, L. S., 2078
Kupka, E., 1986
Lafleur, L. J., 2177
Lambert, G. B., 2165
Lamm, S. S., 2079
Landis, C., 1991, 2080
Landreth, C., 2259
Lange, C. W., 2024
Lapicque, L., 1974
Larrabee, M. G., 2020
Leighton, A. H., 2178
Lennox, W. G., 2081
Levine, A. S., 2025
Lewin, K., 2141, 2173, 2179
Liber, B., 2180
Liddell, H. S., 2082
Lindeman, E. C., 2173
Lindsley, D. B., 1975
Link, H. C., 2181
Lippitt, R., 2182
Livingston, B. E., 1969
Lobb, L. G., 2245
Long, H. L., 2236
Louttit, C. M., 1963
Low, F. N., 1992
Lowenfeld, B., 2260, 2261
Lowenfeld, H., 2083
Lowenstein, O., 2025
Lowry, L. G., 2203
Lowry, E. M., 1993
Lowy, K., 1994
Luchins, A. S., 2183
Lund, F. H., 2315
Lynch, A., 2026
Maberly, A., 2316
MacCalman, D. R., 2317
MacKinnon, D. W., 2142
Maier, N. R. F., 2084
Malamud, W., 2085
Malbrán, J., 2027
Maller, J. B., 2143
Malmo, R. B., 2064
Malzberg, B., 2086, 2176
Martinez, E. M., 2204
Masserman, J. H., 2007
Massinger, C., 2184
McCain, J. A., 2237
McCutchan, K., 2002
McDonald, E. T., 2262
McEwee, A. R., 2008
McGill, K. H., 2240
McKian, J. D., 1964
McKibben, S., 2087
McQuitty, L. L., 2238
Mead, M., 1956
Menninger, K. A., 2050
Menninger, R. W., 2088
Menninger, W. C., 2089
Middleton, W. C., 2132
Miles, W. R., 1956
Mira y López, E., 2090
Mitchell, C. F., 2185
Moehman, A. B., 1965
Monnier, M., 1995
Moon, P., 1996
Moore, C. H., 2225
Moore, F. T., 2313
Moore, K., 2029
Moreno, J. L., 2186, 2187
Morgan, W. J., 2263
Mortuary, J. D., 2091
Morkovin, B. V., 2092
Morrison, D. A. R., 2030
Morrison, J., 2264
Mowrer, O. H., 2144
Moyano, B., 2090
Muhlhan, G., 2128
Murphy, L. B., 2318, 2319
Murray, E., 1997
Myerson, A., 2093, 2094
Myrdal, A., 2188
Myrdal, G., 2189
Newman, P. H., 2190
Nickerson, D., 1990
Nobocourt, P., 2320
Noel, F. W., 2265
Odoriz, J. B., 2090
Odum, H. W., 2191
O'Hara, F. J., 1966
Ohm, J. H., 2239
Older, H. J., 2227
Olkon, D. M., 2095
Ostrow, M., 1976
Palmer, H. D., 2096, 2097
Palmer, M. F., 2098
Papp, S. R., 2251
Parker, G. H., 1969
Parsons, R. T., 2266
Partridge, E. D., 2267
Pascual, G. R., 2145
Pateron, D. G., 2031
Pathman, J. H., 2321
Patton, H. D., 1998
Paz Soldan, C. E., 2099
Pedigo, L., 2268
Peiper, A., 2322
Pellerano, J. C., 2323
Penrose, L. S., 2146
Pepinsky, A., 2192
Perlson, J., 2100
Perry, W. B., 1988
Piret, R., 2324
Plotkin, L., 2009
Pollock, L. J., 2032
Porter, R. B., 2325
Preu, P. W., 2101
Prieto, F. L. B., 2326
Prugh, A. D., 2259
Putnam, T. J., 1977
Ralya, L. L., 2269
Rapaort, D., 2327
Ravden, M., 2293
Redl, F., 2102
Reichard, S., 2327
Reider, N., 2103
Rennie, T. A. C., 2104
Reymert, M. L., 2205
Ribble, M. A., 2328
Riggs, F. B., 2147
Riker, B. L., 2193
Ritsman, C. H., 2105
Rivlin, H. N., 1967
Roback, A. A., 2148
Roberts, C. S., 2106
Robinson, L. N., 2206
Rochon-Duvigneaud, A., 1999
Romano, J., 1973
Rose, G. J., 2004
Rosenzweig, S., 2045, 2149, 2150
Ross, S., 2151
Ross, W. D., 2151
Rowntree, L. G., 2240
Rubinfeld, D. L., 2007
Ruch, T. C., 1998
Rudd, T. N., 2068
Rulon, P. J., 2194
Rush, A., 2107
Russell, H. N., 1969
Sabine, P. E., 2241
Sallak, V. J., 2108
Sarbin, T. R., 2152
Sarma, R. N. R., 1968, 2033
Saul, L. J., 2153
Schachtel, A. H., 2329
Schachtel, E. G., 2154
Schiller, M. A., 2032
Schneider, M., 2327
Schneider, G., 2237
Schnur, S., 2109
Schreiber, H., 1984, 1985
Schueler, H., 1967
Schuell, H., 2270
Scott, J. F., 2221
Scott, J. P., 2195
Sears, P. S., 2141
Sears, R. R., 2046
Sheehan, D., 2110
Sheldon, W. H., 2155
Sherman, I. C., 2032, 2095
Shock, N. W., 2034
Shulack, N. R., 2111
Silverman, S. R., 2271
Siak, H. L., 2112
Smith, C. B., 2272
Smith, J., 2273
Smith, L. H., 2113
Smith, R. V., 2274
Snidecor, J. C., 2035
Sonenthal, I. K., 2114, 2115
Spencer, D. E., 1996
Spencer, H., 2306
Spoerl, D. T., 2275
Stearns, A. W., 2242
Sterba, R., 2047, 2116
Stevens, C. D., 1973
Stevenson, G. S., 2117
Stewart, H. L., 2276
Stinchfield-Hawk, S., 2330, 2331
Stone, B. S., 2332
Strachey, A., 2048
Strachey, Mrs. St. L., 2333
Strang, R., 2334
Suarez Penalver, G., 2207
Sullivan, J. D., 2118
Super, D. E., 2277
Surgeon General, U. S. War Dept., 2119
Swann, W. F. G., 1969
Swift, I. P., 2243
Symonds, C. F., 2036, 2120
Symonds, P. M., 2335
Szurek, S. A., 2336
Taylor, J. H., 2121
Thale, T., 2064
Thorndike, E. L., 1969, 2278
Thorndike, R. L., 2290
Thorne, H. A., 2122
Tigay, E. L., 2032
Tinker, M. A., 2031, 2291
Turner, E. A., 2123
Turner, E. L., 2279
Turner, W. J., 2106
Uribe Cuallo, G., 2208
Utley, J., 2000
Van der Heide, C., 2124
Van Ophuijsen, J. H. W., 2337
[Various], 1969, 2280, 2281
Varro, M., 2338
Vernon, P. E., 2282
Vishnevsky, H. A., 2244
Vollmer, H., 2339
Vonderahe, A. R., 2037
Waelder, R., 2050
Wallenberg, M., 2125
Waller, W. H., 1970
Wallin, J. E. W., 2283, 2284
Wang, J. D., 2296, 2297
Wapner, S., 2084
Wartenberg, R., 2038
Weatherly, H., 2340
Webb, J. P., 1973
Well, A. A., 2091
Weitzman, E., 2196
Wellek, A., 2197
Werner, H., 2341
White, I. W., 2285
White, R. W., 2156
Whyte, W. F., 2198
Wilbur, C. B., 2057
Wilde, J. F., 2126
Williams, A. R., 2001
Williamson, C., 2199
Wirth, E., 2176
Wirth, W., 2200
Wishart, J. H., 2245
Wisler, C., 1971
Wolberg, L., 2127, 2342
Woodhouse, B. M., 2232
Woodworth, R. S., 1969
Wright, C., 2209
Ziegler, L. H., 1978
Ziemer, G., 2201
Zilboorg, G., 2049, 2050
Zubin, J., 1991
Zucker, H. J., 2210

Psychological Abstracts

VOLUME 18

NUMBER 7

JULY 1944

GENERAL

(incl. Statistics)

1953. [Anon.] Meter for intervals between .0001 sec. and 3 seconds. *Industr. Equipm. News*, 1943, 11, No. 8, 54.—See *Biol. Abstr.* 18: 2194.
1954. [Anon.] Electric meter. *Industr. Equipm. News*, 1943, 11, No. 12, 27.—See *Biol. Abstr.* 18: 6068.
1955. [Anon.] Subcommittee on Survey and Planning of the Emergency Committee in Psychology of the National Research Council. *J. consult. Psychol.*, 1944, 8, 1.—Portrait.—S. G. Dulsky (Rochester, N. Y.).
1956. Bateson, G., Mead, M., & Miles, W. R. Psychology—in the war and after (VII). *Jr Coll. J.*, 1944, 14, 308–313.—Bateson discusses material on contemporary peoples and the problems involved in training soldiers to understand the culture of the communities or countries to which they are sent. Mead continues this discussion on the training of regional specialists, emphasizing the distortions in viewpoint which arise from limited experience. Miles points out that the present co-ordination of psychological services is a civilian matter and indicates that it should so remain.—G. S. Speer (Central YMCA College).
1957. Bryan, A. I. Summarized proceedings and reports of the seventh annual meeting of the American Association for Applied Psychology. *J. consult. Psychol.*, 1944, 8, 8–23.—S. G. Dulsky (Rochester, N. Y.).
1958. De Sanctis, A. G. [Ed.] *Advances in pediatrics*. New York: Interscience Publishers, 1942. Pp. 306. \$4.50.
1959. Fairchild, H. P. [Ed.] *Dictionary of sociology*. New York: Philosophical Library, 1944. Pp. 342. \$6.00.
1960. Henmon, V. A. C. Joseph Jastrow, 1863–1944. *Science*, 1944, 99, 193.—Obituary and appreciation.—F. A. Mole (Connecticut).
1961. Jenkins, J. G. Teaching psychology in wartime. *J. appl. Psychol.*, 1944, 28, 28–34.—Comments are made upon what type of training is desirable for students of psychology during the war in the following fields: statistics; tests and measurements; learning (especially training for military or industrial jobs); and social, clinical, abnormal, and experimental psychology. "In sum, psychology faces in the war the biggest opportunity and the biggest test in its history. . . . Every instructor . . . who trains his students to handle basic techniques with critical insight is helping psychology to make a significant contribution."—G. R. Thornton (Purdue).
1962. Jones, L. A. Psychophysics and photography. *J. opt. Soc. Amer.*, 1944, 34, 66–88.—Each step in the process of photographic reproduction is best regulated by considering its contribution to the end result. The correct exposure time for a negative, for example, is the particular time which will yield photographic prints of the highest quality. For this reason it is important to measure the quality of a photographic print. Standard psychophysical procedures may be used to select the best print in a series made from the same negative. This print is then compared with the best one available from each of a series of differently exposed negatives of the same scene. The relationship found in this way between exposure and print quality may be considered a characteristic curve for the negative material used. A practical use for such a curve is the specification of the speed of the photographic negative material, for this speed may be defined "in terms of the minimum exposure which will yield a negative from which an excellent print can be made."—L. A. Riggs (Brown).
1963. Louttit, C. M. Psychology during the war and afterward. *J. consult. Psychol.*, 1944, 8, 1–7.—This article, the 1943 AAAP presidential address, consists of a review of the war work of psychologists and of the effect such work will have on the future of psychology. Psychology should be "the core discipline in the total complex which has been spoken of as human engineering." The psychological profession must become socially oriented.—S. G. Dulsky (Rochester, N. Y.).
1964. McKian, J. D. The *raison d'être* of the human composite, according to St. Thomas Aquinas. *New Scholast.*, 1944, 18, 42–75.—B. M. Flynn (Mater Dolorosa Seminary).
1965. Moehlman, A. B. James McKeen Cattell. *Nation's Schs.*, 1944, 33, No. 4, 19.—The author reviews Cattell's life and achievements and pays tribute to his contributions to science and American teaching.—G. S. Speer (Central YMCA College).
1966. O'Hara, F. J. Psychology and the nurse. (2nd ed.) Philadelphia: Saunders, 1943. Pp. ix + 258. \$1.75.—"This text unites modern experimental psychology of both the objective and introspective schools, with the fundamental scholastic idea that the soul is the principal and substantial form of human activity. As far as possible, abstract and abstruse arguments that serve but to confuse the beginner have been omitted, and only information essentially necessary for every nurse is presented. The principles are illustrated by actual cases from hospital experience." The 1939 edition has been revised to bring terminology and content up to date. The chapter on mental disorders has been enlarged to include some psychiatry.—H. Schlossberg (Brown).
1967. Rivlin, H. N., & Schueler, H. [Eds.] *Encyclopedia of modern education*. New York: Philosophical Library, 1943. Pp. 902. \$10.00.
1968. Sarma, R. N. R. Psychology and the future of mankind. *Curr. Sci.*, 1941, 10, 97.

1969. [Various.] James McKeen Cattell—in memoriam. *Science*, 1944, 99, 151-165.—Articles in appreciation are entitled as follows: *Organiser of American science*, by E. G. Boring; *Contributions to psychology and education*, E. L. Thorndike; *As I knew him in the American Association for the Advancement of Science*, B. E. Livingston; *His service to science*, A. J. Carlson; *Resolution of the Executive Committee*; *Some personal characteristics*, R. S. Woodworth; *The Psychological Corporation*, P. S. Achilles; *Science Service*, W. Davis; *In memoriam*, L. O. Howard; *Leader in science*, G. H. Parker; *Humanitarian—a reminiscence*, H. N. Russell; and *Courageous leader*, W. F. G. Swann.—F. A. Mote (Connecticut).

1970. Waller, W. H. Multiple electrode holder for the Horsley-Clarke instrument. *Science*, 1944, 99, 226.—This attachment to the Horsley-Clarke apparatus consists of bakelite strips drilled to hold bead needles. By drilling rows of holes a large number of needles can be used, the number employed simultaneously being limited by the number of points available on the selector switches of the apparatus. There are provisions for positioning the attachment and for determining the depth of penetration of the electrodes.—F. A. Mote (Connecticut).

1971. Wissler, C. The contribution of James McKeen Cattell to American anthropology. *Science*, 1944, 99, 232-233.—Obituary and appreciation.—F. A. Mote (Connecticut).

NERVOUS SYSTEM

1972. Alford, L. B. A reaction around cerebral vascular lesions and its bearing on cerebral localization. *J. nerv. ment. Dis.*, 1944, 99, 172-178.—The author suggests a new theory to account for the great variability in behavioral consequences which follow cerebral lesions. The fact that functions whose centers are located at considerable distances from the site of the lesion are often impaired by the lesion suggests that some sort of physiochemical reaction occurs to the lesion. This produces a generalized, wide-spread change in apparently normal tissue. This point of view would change one's reasoning regarding evidence for the localization of particular functions. "Thus, if lesions of a given area of the brain sometimes cause symptoms and sometimes do not and the complicating factor is a variable reaction around the lesions, then in all probability it would be the absence of symptoms that would be characteristic. The positive findings in such an instance would be due probably to the effect of the complicating reaction on distant structures."—L. B. Heathers (Smith).

1973. Engel, G. L., Romano, J., Ferris, E. B., Jr., Webb, J. P., & Stevens, C. D. A simple method of determining frequency spectrums in the electroencephalogram: observations on effects of physiologic variations in dextrose, oxygen, posture and acid-base balance on the normal electroencephalogram. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 134-146.

1974. Lapique, L. Essais de lois fondamentales pour les grands nerfs en fonction du poids corporel. (Suggested fundamental laws for nerve size as a function of body weight.) *C. R. Acad. Sci.*, Paris, 1943, 216, 655-657.

1975. Lindsley, D. B. *Electroencephalography*. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 1033-1103.—The author describes the history of electroencephalography, the nature of the phenomenon, and the development of the methodology. Variations in EEG are related to personality, development, a number of psychological and physiological factors, and to a variety of lesions and disturbances. Extensive bibliography.—L. J. Stone (Vassar).

1976. Ostow, M. Electricity as a pathogenetic agent in the central nervous system. *J. nerv. ment. Dis.*, 1944, 99, 270-278.—"(1) In the central nervous system, potential gradients of the order of one-tenth of a volt per centimeter occur normally. (2) These gradients may be significantly increased by cooling or by application of strychnine or tetanus toxin, and probably under other conditions. (3) White matter and tissue in the vicinity of the various boundaries of the central nervous system are most susceptible to injury by intrinsically originating electrical fields. (4) Irreversible damage may be induced in nervous tissue by the application of potential gradients of the order of one or two volts per centimeter. . . . (6) Electrical field strengths observed in the central nervous system are of the same order of magnitude as those required to damage nervous tissue and so may be considered potentially pathogenic." Multiple sclerosis, tetanus, and the recurrent exacerbations found in epidemic encephalitis and in carbon monoxide poisoning are considered in terms of this theory. There is a bibliography of 29 titles.—L. B. Heathers (Smith).

1977. Putnam, T. J., & Hofer, P. F. A. Physiological and clinical aspects of the electroencephalogram. *J. nerv. ment. Dis.*, 1944, 99, 298-303.—Abstract and discussion.

1978. Ziegler, L. H. Bilateral prefrontal lobotomy: perspective and recent survey of results. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 202-203.—Abstract and discussion.

[See also abstracts 1970, 2020, 2032, 2057, 2065, 2073, 2077, 2096, 2097, 2106, 2131, 2151, 2341.]

RECEPTIVE AND PERCEPTUAL PROCESSES

1979. Ansbacher, H. L. Distortion in the perception of real movement. *J. exp. Psychol.*, 1944, 34, 1-23.—Experiments here described are designed to determine certain of the characteristics perceived when a light stimulus is made to rotate through an arc of 36°. The scope of the study is restricted to distortion of the real stimulus. Judgments from a dozen subjects indicated that maximum shrinkage occurred at a speed of 1 r.p.s., and that within the limits of .5-1.3 r.p.s. the amount of shrinkage was a direct function of the speed of rotation. Discussion aims to show that shrinkage is a function of the degree of overlap of retinal stimulation, based on the assumption of the operation of visual pulsation.—M. J. Ziegler (Wellesley).

1980. Brailsford, H. D. Some experiments on an elephant bell. *J. acoust. Soc. Amer.*, 1944, 15, 180-187.—Results of a frequency analysis and data on the decay rate of sound are given for a small gong

known in the curio trade as an elephant bell.—E. G. Wever (Princeton).

1981. Bricard, J. Sur la visibilité des objets éloignés à travers le brouillard. (On the visibility of distant objects in fog.) *C. R. Acad. Sci., Paris*, 1943, 216, 644-646.

1982. Chapanis, A. Spectral saturation and its relation to color-vision defects. *J. exp. Psychol.*, 1944, 34, 24-44.—Normal subjects, true, and partial dichromats are compared in regard to capacity to discriminate minimal differences in saturation. Threshold determinations were made under suitably controlled conditions at 19 spectral points between the limits of 470 and 630 millimicrons. The measurements comprised determining the amount of hue which needed to be added to a white of constant temperature for initial detection of hue. Results, graphically exhibited, show that the saturation of the spectrum is reduced for dichromats, the extent being a direct function of the degree of color deficiency. A shift in the relative saturation of different parts of the spectrum also was found to be related to the degree of color deficiency, being greatest in the blue-green region and least in the yellow and yellow-green regions. Relative luminosity values also were obtained for the same subjects at 23 spectral points. Dichromats were able to make the brightness equality matches more easily than the controls.—M. J. Zigler (Wellesley).

1983. Dimmick, F. L. Methodology in color test preparation. *Amer. J. Optom.*, 1943, 20, 430-442.—See 17: 3322.

1984. Friedrich, W., & Schreiber, H. Das Sehen des menschlichen Auges im Ultraviolett. I Mitteilung. Die extrafovealen Schwellenwerte für 365 m μ und 546 m μ . (Human vision in ultraviolet. Part I. The extrafoveal thresholds for 365 m μ and 546 m μ .) *Pflüg. Arch. ges. Physiol.*, 1943, 246, 621-632.—The authors sought to determine, with subjects ranging in age from 15 to 61, the proportionate sensitiveness for an ultraviolet and a visible wave length. Using standard ultraviolet lamps borrowed from the Association for the Study of Electric Lighting, Ltd, Berlin, the extrafoveal stimulation thresholds for light and form vision at 365 m μ and 546 m μ were measured. The stimulation threshold was determined for observation times from 1/200 up to 1 second. The threshold value proved constant for short periods of time (up to 1/10 second). According to their results the human eye at 546 m μ possesses about 10^3 to 10^6 as much sensitivity as at 365 m μ . This varied, however, with the age of the subjects; sensitivity decreased in the older age groups. The influence of one- and two-eye adaptation on the stimulation threshold is also discussed.—C. L. Golightly (Washington, D. C.).

1985. Friedrich, W., & Schreiber, H. Das Sehen des menschlichen Auges im Ultraviolett. II Mitteilung. Die Grenze des extrafovealen Sehens im Spektrum. (Human vision in ultraviolet. Part II. The spectral limits of extrafoveal vision.) *Pflüg. Arch. ges. Physiol.*, 1943, 246, 790-801.—Using a standard ultraviolet lamp which yielded an extremely pure spectrum light (fourfold spectrum decomposition) the sensitiveness of human eyes in the limits of 436 m μ downward was investigated on

subjects ranging in age from 6 to 64 years. So far as age influenced visual sensitivity, short wave visible limits in the children lay between 297 m μ and 302 m μ , going to longer wave lengths with increasing age. Stimulation thresholds of visual sensitivity in ultraviolet for the two age groups 19-21 and 17-30 are plotted on a curve. Here the lower limits consistently approach 313 m μ . On the basis of their findings the authors advance the working hypothesis that the spectral sensitivity of the human retina in the short wave part of the investigated spectrum region possesses a lower limit at about 313 m μ .—C. L. Golightly (Washington, D. C.).

1986. Heberdey, R. F., & Kupka, E. Das Helligkeitsunterscheidungsvermögen von *Daphnia pulex*. (Visual intensity discrimination by *Daphnia pulex*.) *Z. vergl. Physiol.*, 1942, 29, 541-582.—See *Biol. Abstr.* 18: 6376.

1987. Judd, D. B. Facts of color-blindness. *Amer. J. Optom.*, 1944, 21, 1-24.—See 17: 3336.

1988. Karwowski, T. F., & Perry, W. B. Studies in the peripheral retina. III. The Purkinje after-image bulge. *J. gen. Psychol.*, 1943, 29, 63-85.—The authors have studied the Purkinje afterimage bulge as it is related to adaptation and to such stimulus characteristics as intensity and wave length. The effect of areal interaction on the latency of the Purkinje afterimage is shown by data obtained from afterimages of long and short lines. The latency of the afterimage was inversely related to intensity of stimulus and time of dark adaptation. For medium intensities the stimulus intensity necessary to produce a given afterimage is inversely proportional to the time of dark adaptation. The results are discussed in terms of excitation gradients.—C. G. Mueller (Brown).

1989. Kelly, K. L. Color designations for lights. *Bur. Stand. J. Res., Wash.*, 1943, 31, 271-277.—See 18: 673.

1990. Kelly, K. L., Gibson, K. S., & Nickerson, D. Tristimulus specification of the Munsell Book of Color from spectrophotometric measurements. *Bur. Stand. J. Res., Wash.*, 1943, 31, 55-75.—See 17: 4064.

1991. King, H. E., Landis, C., & Zubin, J. Visual subliminal perception where a figure is obscured by the illumination of the ground. *J. exp. Psychol.*, 1944, 34, 60-69.—Twelve subjects were required to guess which of three forms—circle, square, or triangle—was projected upon a ground glass screen when their visibility was masked by a flood of higher illumination. Subliminal perception was accurate in 43% of the cases, where by chance alone accuracy should have been 33 $\frac{1}{3}$ %. The use of red goggles served to raise the accuracy of response to about 50%.—M. J. Zigler (Wellesley).

1992. Low, F. N. The measurement of peripheral visual acuity. *J. Elisha Mitchell sci. Soc.*, 1943, 59, 116.—Abstract.

1993. Lowry, E. M. The effect of hue on dark adaptation. *Amer. J. Optom.*, 1944, 21, 61-63.—See 18: 991.

1994. Lowy, K., & Gross, N. Experiments on Dr. Pohlman's mechanical hearing aids. *J. acoust. Soc. Amer.*, 1944, 15, 160-163.—Experiments were carried out on the cat, with the cochlear potentials as an

indicator, to determine the effectiveness of Pohlman's prosthesis and acoustic probe as a mechanical replacement of the eardrum and ossicular chain. These instruments, when held in contact with the footplate of the stapes, raised the response level to air-conducted sounds about 30 db. There was no appreciable gain for bone-conducted sounds or when the instrument was placed in contact with the round window membrane. When used in contact with the stapes, the gain was little affected by application of pressure to the round window; and a gain is still afforded if the stapes is partially immobilized.—*E. G. Wever* (Princeton).

1995. Monnier, M. Die Bedeutung der Sinnesfunktionen für die Beziehungen zwischen Individuum und Umwelt. (The significance of sensory functions for relationship of the individual to the environment.) *Schweiz. med. Wschr.*, 1943, 73, 351-353.

1996. Moon, P., & Spencer, D. E. Area in color harmony. *J. opt. Soc. Amer.*, 1944, 34, 93-103.—No formulation of color harmony would be complete without a consideration of the relative areas occupied by the various colors. By reference to a color solid constructed by the authors it is possible to develop a mathematical treatment of the relationship between the adaptation of the eye and the areas of the various colors which are to appear pleasing to the observer. The treatment is an application of the mathematical concept of weighted points.—*L. A. Riggs* (Brown).

1997. Murray, E. Evolution of color vision tests. *Amer. J. Optom.*, 1944, 21, 97-109.—See 17: 3344.

1998. Patton, H. D., & Ruch, T. C. Preference thresholds for quinine hydrochloride in chimpanzee, monkey and rat. *J. comp. Psychol.*, 1944, 37, 35-49.—"Preference thresholds for quinine hydrochloride were determined on 1 chimpanzee (*Pan satyrus*), 15 monkeys (*Macaca mulatta*) and 9 albino rats. The reliability of the testing procedure was established by comparing the results of two or more independent determinations of the threshold curve in a series of monkeys and in the chimpanzee. The thresholds obtained were compared with the published data for man. The thresholds for the rat are lower than those of the primate group including man. Within the primate group the gustatory ability appears to be of about the same magnitude in monkey, chimpanzee and man with a slight superiority of man over monkey."—*L. I. O'Kelly* (U. S. Army).

1999. Rochon-Duvigneaud, A. Existe-t-il chez les oiseaux un rapport entre A, les dimensions des éléments anatomiques de la rétine, et B, le volume du globe oculaire? (Does a relationship exist in birds between A, the dimensions of the anatomical elements of the retina, and B, the size of the eyeball?) *C. R. Acad. Sci., Paris*, 1943, 216, 673.

2000. Utley, J., & Goebel, M. A comparative analysis of the results of testing individual hearing-aids in a school for the deaf. *Speech Monogr.*, 1943, 10, 40-49.—The effectiveness of hearing aids individually fitted by consultants of the manufacturers was tested by measuring each subject's threshold for audiometer tones fed through an amplifier and loudspeaker over the frequency range 128-8,192 cycles. The audiometer settings for threshold with and without the hearing aid at each frequency were then

corrected for percentage gain at each frequency and weighted to emphasize the greater importance of the higher frequencies for speech perception. Results for 21 subjects showed a "percentage loss for speech" decrease of 14% with one brand of hearing aid, of 7% for 8 subjects wearing another brand, and of 5% for one subject fitted with a third brand. Tables indicate gain or loss of hearing in db at each frequency tested for all subjects.—*W. H. Wilke* (U. S. Naval Reserve).

2001. Williams, A. R. Do we love noise? *Occup. Psychol., Lond.*, 1944, 18, 35-40.—Our continued tolerance of unnecessary noise "may be merely a drug . . . to smother revolt against uninteresting or fatiguing operations." The elimination of most city noises is possible, but the people will need to be educated for it.—*G. S. Speer* (Central YMCA College).

[See also abstracts 2004, 2019, 2023, 2024, 2027, 2067, 2092, 2118, 2154, 2214, 2230, 2233, 2239, 2244, 2260, 2271.]

LEARNING, CONDITIONING, INTELLIGENCE (incl. Attention, Thought)

2002. Blodgett, H. C., & McCutchan, K. Choice point behavior in the white rat as influenced by spatial opposition and by preceding maze sequence. *J. comp. Psychol.*, 1944, 37, 51-70.—"This study consists of some ten related experiments, all but one of which tested the ability of rats to make one of two opposed responses at a critical maze point in accordance with the character of the start section of the maze." The findings included the following: "1. In learning series of moderate length little ability to learn such problems was shown. 2. The difficulty of the mazes derived from spatial opposition between the two responses to be made at the critical choice point. 3. Space opposition was effective within an area approximately 24" in extent, both lateral and longitudinal to the axis of the run. 4. If the choice point of the maze was brought by a gradual shift from two distinct positions to one position, no interference derived from spatial opposition. 5. When the choice point of the maze was gradually brought to one position, rats are able to learn to make either of two opposed turns at the choice point in accordance with slight differences in the length of the start arm of a maze of considerable complexity. 6. The effectiveness of the different start arms resulted from a relative rather than from an absolute difference in their length. 7. In the spatial maze it was demonstrated that behavior at a choice point may be determined by sequence of movement preceding that point, rather than (a) by the explicit spatial character or (b) by the nature of the maze at that point."—*L. I. O'Kelly* (U. S. Army).

2003. Brown, F. A comparative study of the intelligence of Jewish and Scandinavian kindergarten children. *J. genet. Psychol.*, 1944, 64, 67-92.—"Three hundred and twenty-three (131 males, 192 females) second generation Scandinavian and 324 (178 males, 146 females) second generation Jewish kindergarten children in the Minneapolis Public Schools were tested by certified kindergarten teacher-testers on the 1916 Revision of the Stanford-Binet

Scale. Rigorous control of age, sex, and socioeconomic status was exercised. Homogeneity and equivalence of both groups was determined by the analysis of variance technique. . . . There was a marked relationship between intelligence and socioeconomic level, but no difference was found between the two cultural groups with other variables controlled. Neither group exceeded the other in general vocabulary score or basal age. Differences appeared on specific tests: Jewish children were superior on tests requiring distinguishing right from left, comprehension, naming coins, counting pennies, giving the date, and repeating four digits backwards, while Scandinavian children were superior in drawing a square, copying a diamond, solving a test of patience, and solving the ball and field test.—*R. B. Ammons* (San Diego).

2004. Haggard, E. A., & Rose G. J. Some effects of mental set and active participation in the conditioning of the autokinetic phenomenon. *J. exp. Psychol.*, 1944, 34, 45-59.—The experiments here described are concerned with determining the influence of mental set and degree of participation. Sixteen subjects were employed in observations concerning the autokinetic phenomenon. Eight merely had to report after the trial whether the light was observed to move, and in which of two directions, and to state the estimated amount; the other 8 were to draw an arrow indicating the direction and amount of movement, when movement was perceived. Four of each subgroup were instructed that the light would move during most of the trials; the others, that it would move during only some of the observations. Reward (5 cents) was given for perceiving movement to the left, and a penalty of like amount was exacted for indicating movement to the right. Results are submitted which indicate that the more active attitude yields more frequent reports of perceived movement and of greater amount; the group which was instructed that movement would occur in most of the trials perceived movement more frequently and for a greater distance than those instructed that movement would occur in only some of the trials.—*M. J. Zigler* (Wellesley).

2005. Humphreys, L. G. Measures of strength of conditioned eyelid responses. *J. gen. Psychol.*, 1943, 29, 101-111.—A criterion frequency, magnitude, amplitude, and latency, as measures of strength of response, were discussed with regard to their reliabilities, intercorrelations, correlations with reflex sensitivity, and correlations between acquisition and extinction scores. The reliabilities were about +.90, with magnitude the most reliable and latency the least. The criterion score is as highly correlated with frequency as the reliability will allow, making it unnecessary to report both measures. Magnitude is more largely determined by amplitude than by frequency; but since the relationships depend on the level of conditioning, all three are valuable. The reflex responses to conditioned and unconditioned stimuli are significantly related to all measures with the exception of latency. Some of the intercorrelations were factor analyzed by the centroid method and yielded two factors which were somewhat comparable to the attitudinal and physiological factors of Razran.—*C. G. Mueller* (Brown).

2006. Johnson, A. An experimental study in the analysis and measurement of reflective thinking. *Speech Monogr.*, 1943, 10, 83-96.—A test to measure skill in reflective thinking was devised, based on Dewey's analysis of the reflective process. Test items are intended to represent, in the elaboration of a single problem, typical good and poor alternative reactions at each stage of the thought process. Test-retest reliability for duplicate forms (each dealing with a different central problem) was .82 for 103 subjects. The test has a certain face validity since the inferior choices are demonstrably illogical or less preferable on the basis of accepted interpretations of scientific reasoning. In addition, 15 expert judges agreed unanimously on the crucial items, and average test scores increase steadily from college freshmen to graduate students (total of 369 subjects tested). Scores for contrasting groups of 8 each, distinguished by considerable difference in formal training in critical thinking (courses in mathematics, physical science, etc.), were 81.1 and 60.6. The critical ratio for this difference is more than 6.0. Rank correlations between test scores and instructor ratings for 13 class groups average .65. Correlations with intelligence test scores average .40. Mean scores for 105 men and 110 women do not differ significantly. The test is considered useful for experimental and instructional purposes.—*W. H. Wilke* (U. S. Naval Reserve).

2007. Masserman, J. H., & Rubinfine, D. L. "Counting" behavior in cats. *J. gen. Psychol.*, 1944, 30, 87-88.—"Of five cats placed in a problem situation which demanded repeated depression of a signal switch to secure food, only one of two cats learned to depress the switch twice in succession as required; and two others showed partial behavioral adaptations to triple manipulations. None of the animals developed an experimental neurosis."—*H. H. Nowlis* (Connecticut).

2008. McElwee, A. R. The effect of training on verbal ability. *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 229-236.—Abstract.

2009. Plotkin, L. Stimulus generalization in Morse Code learning. *Arch. Psychol.*, N. Y., 1943, No. 287. Pp. 39.—The relative difficulties of 36 signals and confusions among them were determined via counting errors made by code-learners. Then 10 pairs of stimuli were selected which showed all variations from a large amount of confusion with one another (high degree of generalization) to a small amount (low degree). These pairs were presented for a series of 10 trials in which S rated members of each pair for similarity (without regard to meaning) on an absolute scale. Twenty S's were used; they had previously mastered the code to a criterion of 95% correct for 3 successive 100-character runs. The percentage of times a pair of stimuli was judged to fall in each of 6 categories of similarity was determined. The cumulative proportions within categories of similarity were plotted against degrees of generalization, as originally determined on the basis of numbers of confusions. The ogives thus obtained were clearly separated from one another, showing that similarity values could be assigned in a consistent manner. The limens (50% points) of each category, when plotted against generalization, showed that degree of generalization was a direct function of

similarity. A second experiment showed that difficulty in learning is largely a function of stimulus generalization.—C. E. Buxton (Iowa).

[See also abstracts 2082, 2112, 2134, 2141, 2156, 2176, 2183, 2227, 2254, 2286, 2311, 2327, 2341.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

2010. Aronson, L. R. The sexual behavior of *Anura*. 6. The mating pattern of *Bufo americanus*, *Bufo fowleri*, and *Bufo terrestris*. *Amer. Mus. Novit.*, 1944, No. 1250, 1-15.—During breeding season the special reactions of male toads include a sex trill, a chirp, and a warning vibration. Sexually active males clasp any other toad regardless of sex, but males which are clasped execute the warning vibration and the clasping animal then releases. Females do not emit the vibration, and therefore when they are clasped by the male, amplexus is maintained. The positions and movements of the male and female during oviposition are described in detail. Release of the female by the male at the termination of oviposition follows a concave arching of the back on the part of the female. The mating pattern can sometimes be induced for a second time in females which have already laid their eggs if such animals are injected with anterior pituitary substance.—F. A. Beach (American Museum of Natural History).

2011. Aronson, L. R. The "release" mechanism and sex recognition in *Hyla andersonii*. *Copeia*, 1943, No. 4, 246-249.—"The mechanism involved in the male's release of the female at the termination of oviposition in *Hyla andersonii* is an exaggerated, downward curving of the female's back that partially lifts the male off the female. Post-amplexus sex recognition depends upon the warning croak and girth of the individual being clasped. The emission of this croak by a frog with a small girth causes a clasping male to release. Discrimination of a gravid from a spent female is accomplished after amplexus. The spent female will dislodge the male by an exaggerated downward curve of her back. The small girth of the spent female is also a factor causing release. The warning croak of the male is common to many species of the genus *Hyla*. The "back curve release mechanism" is also found in *Bufo americanus*, and may also be present as a primitive pattern in *Rana nigromaculata*."—F. A. Beach (American Museum of Natural History).

2012. Bear, J. Psychological study of sterility in women. *Sth. Med. Surg.*, 1943, 105, 525-529.—Bear approaches the subject from the psychosomatic standpoint. The facts that emotional conflicts produce somatic dysfunction and that psychotherapy often brings improvement are true also for generative functions. The belief is justified that psychically influenced hormonal processes can affect conception. As psychosexual development and hormonal cycles are interrelated, psychosexual fixations may lead to irregularities of gonadal cycles. The desire for a child may cause premature maturation of follicles and discharge of ova not ready for fertilization. In psychasthenic women the psychological effects of involuntary sterility can be serious and lead to metabolic changes. Preconceptional care and even

care at puberty may play an important part in conservative obstetrics. This would involve universal sex enlightenment, psychological study, early investigation, and prompt treatment. Unfortunately, childless couples are prone to feel that the condition is hopeless and so put off asking advice until too late, or they may be treated with platitudes.—M. H. Morse (Baltimore, Md.).

2013. Blanchetti, G. *Kinematographische Analyse der vestibulären und optischen Kompensationsmechanismen am postrotatorischen Kopfnystagmus bei Änderung der Körperlage*. (Cinematographic analysis of vestibular and optical compensation mechanisms in postrotational head nystagmus resulting from changes in body position.) Zurich: Dissertation, University of Zurich, 1942. Pp. 27.

2014. Carhart, R. An experimental evaluation of suggestion relaxation. *Speech Monogr.*, 1943, 10, 29-40.—Palmar resistance measures were taken on three groups totalling 90 subjects to determine the effects of instructions to relax, detailed suggestions for relaxation stressing sensations of heaviness; and for half of each group, following the relaxation period, instructions were given to perform a series of speech exercises. The experiment is relevant to relaxation therapy commonly employed in speech correction procedures. Analysis of variance and covariance of log conductance scores indicates (1) no difference between experimental and control groups during a preliminary resting period, (2) no sex differences, (3) greater relaxation from the simple instruction to relax than from suggestion relaxation, (4) increased tension from the act of instructing the subject to relax, (5) increased tension from speaking, and (6) practically no differential carry-over following suggestion relaxation. The negative outcome of this experiment suggests the desirability of thoroughgoing experimental study of relaxation therapy.—W. H. Wilke (U. S. Naval Reserve).

2015. Eliasberg, W. The closeup of psychosexual gratification. *J. nerv. ment. Dis.*, 1944, 99, 179-195.—Sexual gratification depends not alone on physical factors but also, and perhaps primarily, on psychological conditioners. Gratification occurs when psychological needs and motives are satisfied. Since the motivational pattern of each personality is determined by the techniques it has developed to deal with frustrations, there is, in a sense, no gratification without first some form of denial. There may be lack of gratification with normal ejaculation and gratification without physiological detumescence. The author suggests that sexual gratification is present when there is no psychological collapse accompanying the physiological collapse that follows intercourse.—L. B. Heathers (Smith).

2016. Gaylord, C., & Hodge, H. C. Duration of sleep produced by pentobarbital sodium in normal and castrate female rats. *Proc. Soc. exp. Biol.*, N. Y., 1944, 55, 46-48.—"Normal and castrate female rats were given 30 mg. of pentobarbital per kilo of body weight subcutaneously. The normal rats slept significantly longer than did the castrate rats. Both groups of rats were exposed to various environmental temperatures, specifically 13°, 23°, and 37° C. In general, the duration of sleep decreased with the

increase of environmental temperature."—*H. Peak* (Washington, D. C.).

2017. **Griffin, D. R.** The sensory basis of bird navigation. *Quart. Rev. Biol.*, 1944, 19, 15-31.—This paper reviews the experimental literature on bird migration and homing. A single table presents the data on the homing abilities of different species of birds. The evidence for and against three types of theory to explain homing is summarized: (1) visual cue theory—that the bird spirals or explores until it finds some familiar landmark in the area around its home; (2) kinesthetic cue theory—that kinesthetic cues obtained while the bird is being taken to the release point provide the cue to the proper homing direction; and (3) magnetic or electrical reception theory—that the bird is sensitive to the earth's magnetic field and can orient in it. There is no adequate support for the kinesthetic or magnetic theories. The author favors an explanation of homing which is based on visual cues and which recognizes the additional possibilities that birds (1) know the relation between gross geographical features of their home area (rivers, coastlines, etc.) and the direction of sunrise and sunset, (2) can recognize the direction of prevailing winds and use this as a cue in conjunction with topography, and (3) can recognize the relation between geographic areas which differ in topography or flora. 104-item bibliography.—*W. E. Kappauf* (Rochester).

2018. **Hartman, C. G.** The glass tubes method for studying insect behavior. *J. comp. Psychol.*, 1944, 37, 1-2.—It is possible to utilize small glass tubes in the study of the nesting behavior of solitary bees and wasps. The tubes, 3, 4 or 5 mm. bore, are inserted in bamboo tubes and hung in the shade. For purposes of observation the glass tube is slid out of the bamboo. Photographic records of behavior may be made. The author cites an observation of a species of wasp which completely changed its normal building behavior in adaptation to the tube.—*L. I. O'Kelly* (U. S. Army).

2019. **Hermans, T. G.** Torsion in persons with no known eye defect. *Amer. J. Ophthalm.*, 1944, 27, 153-159.—Torsion has been demonstrated to be a normal phenomenon of vision, with a disinclination of the top of vertical meridians relative to the medial plane, except in extreme degrees of elevation and with a small amount of convergence in which the torsion is reversed. (See also 17: 2284).—*D. J. Shaad* (Kansas City, Kans.).

2020. **Hodes, R., & Larrabee, M. G.** Respiratory inhibitions studied by analysis of single fiber discharge in the phrenic nerve. *Amer. J. med. Sci.*, 1943, 206, 807.—Abstract.

2021. **Jellinek, E. M.** The alcohol problem: formulations and attitudes. *Relig. Educ.*, 1944, 39, 9-17.—The author refers to the attitudes regarding the alcohol problem as shown by the psychologist, the psychiatrist, and the general physician, pointing out that these individual attitudes are largely formed by the restricted groups of alcoholics seen or treated by these practitioners. The problem is seen as exhibiting two aspects: there is a problem of alcohol as well as a problem of the alcoholic. "If the problem of alcohol and the problem of the alcoholic are distinguished from each other, the former emerges as a

product of the interplay of sociologic and personality factors. The physiological effect of alcohol, in itself, would not give rise to the alcohol problem if it were not for the existence of those socioindividual interactions for which the effects of alcohol offer a 'solution.' . . . On the other hand, the problem of the alcoholic, largely a problem of his rehabilitation, involves, in addition to the knowledge of the socioindividual constellations, a knowledge of the physiological processes attendant upon the continued excessive use of alcoholic beverages."—*F. A. Mole* (Connecticut).

2022. **Koster, R.** Hormone factors in male behavior of the female rat. *Endocrinology*, 1943, 33, 337-348.—The sexual behavior of normal, castrated, and hormone-treated female rats is described and discussed. Both male and female behavior can function concurrently in the same individual.—*E. T. Verville* (Wisconsin).

2023. **Krimsky, E.** Fixational corneal light reflexes as an aid in binocular investigation. *Arch. Ophthalm.*, Chicago, 1943, 30, 505-520.—An analysis of the optics of the corneal reflex is followed by a discussion of the clinical applications of the corneal light reflex test. In addition to providing "a controlled and objective method for measuring ocular deviation and binocular imbalance," the test is helpful in objective study of the dominant eye, range of monocular movements, binocular fixation, abnormal retinal correspondence, amblyopia, and other conditions of diagnostic significance.—*M. R. Stoll* (American Optical Co.).

2024. **Lange, C. W.** Sight development. *Optom. Wkly*, 1944, 35, 5-7.—The author continues a series of articles, developing the thesis that nonpathologic squint is due to faulty development of the faculty of binocular vision rather than to refractive errors or other factors.—*D. J. Shaad* (Kansas City, Kans.).

2025. **Lowenstein, O., & Levine, A. S.** Pupillo-graphic studies. V. Periodic sympathetic spasm and relaxation and role of sympathetic nervous system in pupillary innervation. *Arch. Ophthalm.*, Chicago, 1944, 31, 74-94.—*M. R. Stoll* (American Optical Co.).

2026. **Lynch, A.** Respiratory rate at high altitude. *An. Fac. Cienc. med., Lima*, 1942, 25, 116-148.—See *Biol. Abstr.* 18: 6252.

2027. **Malbrán, J., & Androgue, E.** Estrabismo. (Strabismus.) Buenos Aires: El Ateneo, 1938. Pp. 472.—This is a comprehensive textbook with bibliography, numerous illustrations, and a summary at the end of each chapter. The contents comprise a historical introduction and chapters on visual perception and opticospatial sense; physiology of ocular movements; fusion; disturbances of muscular equilibrium; and manifest strabismus, etiology, clinical forms, and treatment. The authors advance a new hypothesis of opticospatial sense concordant with the development of binocular vision in the child and with studies on the opticospatial sense in strabismics. They stress the study of sensory conditions in strabismus, which are more important for the pathology and treatment than the motor disturbance. The importance of inhibition in the genesis of strabismic amblyopia and the functional character of the latter are also emphasized.—*M. E. Morse* (Baltimore, Md.).

2028. Miller, N. E. Experimental studies of conflict. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 431-465.—The principles of conflict behavior—rather than its experimental production—are considered here. A theoretical analysis in terms of approach and avoidance situations is followed by a thorough consideration of experimental evidence testing deductions from the theory. Bibliography.—L. J. Stone (Vassar).

2029. Moore, K. The effect of controlled temperature changes on the behavior of the white rat. *J. exp. Psychol.*, 1944, 34, 70-79.—Experiments are described which show that rats grow more rapidly in a cool (55° F.) than in a hot (90° F.) environment and that, when changed from one to the other, rats manifest retardation in rate of growth as compared with rats left in the original room. Rats which grew in the hot environment throughout developed "longer, more slender bodies and relatively longer tails" than rats which grew up in the cool environment. Superior learning was manifested by rats living in the cool room. Changing animals from a cool environment to a hot room resulted in an increase in the number of trials required to relearn a maze before mastery was attained.—M. J. Zigler (Wellesley).

2030. Morrison, D. A. R. Some psychologic aspects of medical disorders. *Wis. med. J.*, 1943, 42, 306-311.—The effect of emotion on somatic responses, spasm of the esophagus, peptic ulcer and duodenitis, smooth muscles and glands, and organic functions is discussed.—E. T. Verville (Wisconsin).

2031. Paterson, D. G., & Tinker, M. A. Eye movements in reading optimal and non-optimal typography. *J. exp. Psychol.*, 1944, 34, 80-83.—This study furnishes a comparison of photographic records of eye movements made during the reading of optimal and non-optimal kinds of type. The chief differences found relate to rate of reading, number of fixations, and pause duration.—M. J. Zigler (Wellesley).

2032. Pollock, L. J., Golseth, J. G., Arieff, A. J., Sherman, I. C., Schiller, M. A., & Tigay, E. L. Electrodiagnosis by means of progressive currents of long duration: studies on cats with experimentally produced section of the sciatic nerves. *Arch. Neurol. Psychiat., Chicago*, 1944, 51, 147-154.—"Denervated muscle responds to instantaneous galvanic stimuli of very low amperage for at least 282 days. Denervated muscle responds to a progressive current of long duration at very low amperage irrespective of the current gradient for as long as 282 days. To excite neurotized muscle with instantaneous stimuli, a much greater current is required. When a successful junction between the regenerating nerve and the muscle has been effected, there is a sudden, pronounced increase in the amperage necessary to produce excitation with progressive currents. The longer the duration of the progressive current, the greater the strength of current necessary to produce excitation. In normal muscle the minimal current adequate for excitation by progressive currents differs for each long period, or time constant, but there is no liminal current gradient for all durations." 29 references.—C. K. Trueblood (Cambridge, Mass.).

2033. Sarma, R. N. R. Scientific study of sleep. *Curr. Sci.*, 1941, 10, 97 ff.

2034. Shock, N. W. Physiological factors in behavior. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 582-618.—The author reviews the experiments "directed toward specifying the amount and character of physiological alterations which will be followed by measurable changes in behavior." Effects of the following conditions or processes are reviewed: anoxia, blood sugar level, blood pH, disease processes, food intake, vitamin deficiency, endocrine status, etc. Bibliography.—L. J. Stone (Vassar).

2035. Snidecor, J. C. A comparative study of the pitch and duration characteristics of impromptu speaking and oral reading. *Speech Monogr.*, 1943, 10, 50-56.—Analysis of the pitch and time characteristics of an impromptu speech by 6 superior speakers and of a reading, one week later, of a transcript of the speech indicates that the readings were higher in pitch, more variable in pitch, contained more pitch shifts and upward inflections, and were considerably faster (183 words per minute compared with an average speaking rate of 151 words per minute). The proportion of phonated time was almost identical in both performances.—W. H. Wilke (U. S. Naval Reserve).

2036. Symonds, C. P. The human response to flying stress. *Brit. med. J.*, 1943, 2, 740-744.—Fearlessness is a state of mind in which fear is absent under circumstances which would naturally arouse it. Fearlessness may be produced by a lack of intelligence or imagination, by training or lack of training, by a low threshold for some affective response which can inhibit fear, or by courage. The development of confidence, which is compounded of different kinds of fearlessness, is traced, and case histories of flying personnel are given.—E. T. Verville (Wisconsin).

2037. Vonderahe, A. R. The anatomic substratum of emotion. *New Scholast.*, 1944, 18, 76-95.—Emotion is "a tendency of an organism toward or away from an object, accompanied by notable bodily alteration." (1) The bodily alterations present in emotion are intimately related to the hypothalamus, and the preoptic region, together with some dorsal thalamic nuclei. In support of this statement, 8 clinical cases from the literature and Bard's experiments on "decorticate" cats are offered. (2) Emotional experience itself is related to the hippocampus, which is connected to the hypothalamus via the fornix, and to the gyrus cinguli. (3) "The relationship of comprehension to emotion appears . . . to be dependent on the frontal lobe association areas and especially on the connections of these areas with the medial nucleus of the thalamus." The profound emotional changes following frontal lobotomy operations are interpreted as caused principally by the severing of the connections between the frontal association areas and the medial nucleus of the thalamus.—B. M. Flynn (Mater Dolorosa Seminary).

2038. Wartenberg, R. Studies in reflexes: history, physiology, synthesis and nomenclature. Study I. *Arch. Neurol. Psychiat., Chicago*, 1944, 51, 113-133.—"The subject of this clinical and literary study is a discussion of some of the diagnostically most important reflexes from a practical neurologic stand-

point. It deals with their history, physiology, technique of elicitation and nomenclature, with emphasis on the synthesis of the existing reflexes and the simplification of their nomenclature." 165 references.—C. K. Trueblood (Cambridge, Mass.).

[See also abstracts 1958, 2056, 2058, 2063, 2064, 2066, 2071, 2072, 2074, 2076, 2079, 2084, 2087, 2096, 2097, 2099, 2105, 2110, 2120, 2122, 2153, 2154, 2168, 2177, 2211, 2315, 2320.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

2039. Alexander, L. Hypnosis. *N. C. med. J.*, 1942, 3, 562.—A physician considers hypnosis as a useful therapeutic adjunct in anxiety states, particularly where there are hysterical and obsessive-compulsive features. He discusses four factors he believes to be the basis of beneficial effects: (1) increased awareness of psychosomatic relationships, (2) increased readiness for the acceptance of suggestion, (3) catharsis, and (4) activation (greater physical strength in the waking state through post-hypnotic suggestion).—R. W. Beebe (Child Study Center of Maryland).

2040. Day, F. The future of psychoanalysis and religion. *Psychoanal. Quart.*, 1944, 13, 84-92.—Commenting critically upon Zilboorg's views as expressed in the last chapter of his book, *Mind, medicine and man* (see 17: 3160), the author feels that Zilboorg accuses Freud wrongly of a lack of objectivity and a substitution of value-judgments in studying religion. Zilboorg fails to appreciate the complete dissimilarity of religion and psychoanalysis, since the latter centers entirely on the individual as such; and he proposes an eventual reconciliation between psychoanalysis and the theology of the Roman Catholic Church. The author concludes that the real future of psychoanalysis and religion lies in the eventual gradual progressive development of human maturity and the dominance of reason.—M. H. Erickson (Eloise Hospital).

2041. Erickson, M. H., & Hill, L. B. Unconscious mental activity in hypnosis—psychoanalytic implications. *Psychoanal. Quart.*, 1944, 13, 60-78.—A detailed account is given of the successful hypnotic therapy of two patients suffering from personality problems centering about marriage, which they were unwilling or actually unable to communicate to the hypnotist. The procedure, actually stipulated by the patients, was the induction of a deep trance followed by instruction to examine fully at an unconscious level the conflicts constituting the problem, to achieve full understanding and insight, and thus to reach a solution. All of this was to be done without the therapist participating or even knowing what the problem was and without the patient's remembering consciously, after awakening from the trance, the trance experience. Subsequent developments, however, disclosed to the therapist the essential information necessary to understand the problems involved and the unconscious mechanisms utilized by the patients. A discussion follows of the psychoanalytic implications of unconscious mental activity in hypnosis.—M. H. Erickson (Eloise Hospital).

2042. French, T. M. Clinical approach to the dynamics of behavior. In Hunt, J. McV., *Person-*

ality and the behavior disorders. New York: Ronald Press, 1944. Pp. 255-268.—Psychoanalytic methods and insights offer a method of scientific investigation and serve as the basis for experimental studies. Bibliography.—L. J. Stone (Vassar).

2043. Gitelson, M. Intellectuality in the defense transference. *Psychiatry*, 1944, 7, 73-86.—Clinical material is cited from the analysis of two narcissistic character neuroses to demonstrate the utilization of intellectuality as a defense transference, and also to show the relationship between the libidinal transference and the defense transference and the technical therapeutic problems therein involved.—M. H. Erickson (Eloise Hospital).

2044. Jenness, A. Hypnotism. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 466-502.—The nature and technique of hypnosis are described, and a brief historical section is followed by a summary of recent research on the nature of hypnosis. The use of hypnosis as a means for the study of other phenomena is also reviewed. Hypnotic therapy is touched upon, and theories of hypnosis are considered. The bibliography includes references to other earlier compilations.—L. J. Stone (Vassar).

2045. Rosenzweig, S. The ghost of Henry James: a study in thematic apperception. *Character & Pers.*, 1943, 12, 79-100.—A psychoanalytic interpretation of the writings of Henry James could reveal the following facts and conditions. His father, a cripple, was strong and highly individualistic. His brother, William, was gifted and much more aggressive physically than Henry. At the age of 18, Henry received a serious and permanent injury. He developed a strong feeling of impotence and possibly was suspicious of unconscious malingering. He was unable to participate in the Civil War or to engage in other manly activities as did other young men of his age. After his injury, James turned to fictional writing, which served as an escape from frustration by fantasy and a means of solving his problems through sublimation. A bibliography of 19 titles is appended.—M. O. Wilson (Oklahoma).

2046. Sears, R. R. Experimental analysis of psychoanalytic phenomena. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 306-332.—Experimental approaches to psychoanalytic theory are summarized and the inherent difficulties in experimental treatment described. The material has been "drawn heavily from a more extensive appraisal of the problems and experimental literature relating to psychoanalytic theory prepared for the Social Science Research Council" (see 17: 1963). Bibliography.—L. J. Stone (Vassar).

2047. Sterba, R. On Christmas. *Psychoanal. Quart.*, 1944, 13, 79-83.—Commenting critically upon Eisenbud's interpretation of Christmas festival behavior as stemming from reactions specific to the individual and not related to historical and archaic motivations (see 16: 563), the author demonstrates that Christmas behavior, in celebrating the birth of the Christ Child, serves also to act out a childbirth in the family.—M. H. Erickson (Eloise Hospital).

2048. Strachey, A. A new German-English psycho-analytical vocabulary. Baltimore: Williams &

Wilkins, 1943. Pp. v + 84. \$2.50.—"This vocabulary is essentially an enlarged and revised edition of the *Glossary for the use of translators of psychoanalytical works* which was brought out as Supplement No. 1 to the *International Journal of Psychoanalysis* in 1924." Many words are listed belonging to allied sciences or to ordinary speech which are frequently used in psychoanalysis.—A. B. Hunter (Brown).

2049. Zilboorg, G. A response. *Psychoanal. Quart.*, 1944, 13, 93-100.—Specific refutations are offered for the points of criticism by Day (see 18: 2040) and emphasis is placed upon emotional understanding as the *sine qua non* of human adjustment, rather than upon purely intellectual understanding and reasoning.—M. H. Erickson (Eloise Hospital).

2050. Zilboorg, G., Waelder, R., & Menninger, K. A. Present trends in psychoanalytic theory and practice: contributions to a symposium. *Bull. Menninger Clin.*, 1944, 8, 3-17.—These three brief papers are published in commemoration of the semicentennial of the paper on hysteria, (the case of Anna) by Breuer and Freud. Zilboorg considers the present acute dissensions in psychoanalysis to be outgrowths of the world cultural crisis. Psychoanalysis arose in an atmosphere of individual therapy, but today the individual seems to have lost his immediate, direct psychosocial value. There is no psychoanalytic sociology or politics. The historical crisis has overwhelmed the analyst. The trend to revise Freud in order to adapt him to the unreasonable demands of our cultural crisis is not wholly constructive. There is involved a rejection of fundamental postulates. "Deductive constructions of disindividualized sociologies, or psychophysiology" cannot validly be substituted. Waelder summarizes in clear-cut fashion the chief early and present deviations from the Freudian theory, (Jung, Adler, Rank, Abraham, Klein, Jones, Horney, and Anna Freud). Menninger believes that Freud's most inspiring contribution was his revised formulation of the instinct theory, that it points to a revision of our concepts of disease and of maladjustment, to new diagnostic criteria, and to modifications in therapy.—W. A. Varvel (Texas A. & M.).

[See also abstracts 1991, 2014, 2056, 2124.]

FUNCTIONAL DISORDERS

2051. Acevedo Castillo, L. Tratamiento del alcoholismo crónico por medio de la producción de reflejos condicionados. (The conditioned reflex treatment of chronic alcoholism.) *Rev. méd., Valparaíso*, 1943, 17, 59-63.

2052. Alexander, F. Fundamental concepts of psychosomatic research: psychogenesis, conversion, specificity. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 208-210.—Abstract and discussion.

2053. Allen, W., & Halperin, S. L. The inheritance of certain varieties of mental defect. *N. C. med. J.*, 1942, 3, 363-364.—This article summarizes some special studies, including a few by the authors, which attempt to break down the "conglomerate mass of conditions, known today as mental deficiency, into component clinical entities with definite pathology in which process genetics may play an

important role." Mongolism is significantly familial with an as yet unknown genetic factor and is not a result of defective thyroid functioning. Phenylketonuria and gargoylism are both conditions in which it has been found that mental deficiency is associated with abnormalities of bodily metabolism. It has been verified that the former is a result of the action of a single recessive gene, as is Tay-Sachs disease, or amaurotic idiocy. Statistical studies suggest that gargoylism is likewise due to the action of a pathological gene, recessively inherited.—R. W. Beebe (Child Study Center of Maryland).

2054. Amster, F. Collective psychotherapy of mothers of emotionally disturbed children. *Amer. J. Orthopsychiat.*, 1944, 14, 44-53.—This is a report of an experiment with collective treatment of mothers, based on the use of a casework process with several mothers at the same time. Six mothers whose attitudes contributed to their sons' conduct disorders were chosen. In the group discussions, each mother was encouraged to present the problems of her son as she saw them. The primary emphasis was on the everyday problems and the handling and feelings in these areas. Excerpts of these discussions are presented, and a brief examination of some of the specific developments is made.—R. E. Perl (New York City).

2055. Appel, K. E. Psychiatric therapy. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 1107-1163.—Following a brief historical section, the author outlines psychiatric therapy under these major classifications: direct psychological approaches, such as hypnosis and persuasion; physical methods, such as relaxation and shock; and reorganizations of the personality, such as in the approaches of Adolph Meyer, Riggs, and Freud and his modifiers. Special sections deal with therapy for children and alcoholism. Some statistics on the effectiveness of psychotherapy are offered. Bibliography.—L. J. Stone (Vassar).

2056. Bartlett, M. R. Suggestibility in dementia praecox paranoid patients. *J. gen. Psychol.*, 1944, 30, 97-102.—The Hull test of postural sway was used to measure the suggestibility of 155 paranoid schizophrenes. "Previous studies have shown a preponderance of negative responses to the Hull test of suggestibility in the other dementia praecox classifications. The results of this study seem to make clear that the paranoid patients of the schizophrenic diagnosis differ from the other classification in the trait of suggestibility, following roughly a normal distribution curve."—H. H. Nowlis (Connecticut).

2057. Bennett, A. E., Keegan, J. J., & Wilbur, C. B. Prefrontal lobotomy in chronic schizophrenia. *J. Amer. med. Ass.*, 1943, 123, 809-813.—The usefulness of prefrontal lobotomy should continue to be investigated and its practice limited to chronically disabled psychotic patients unimproved by other therapies. Postoperative psychiatric nursing care of these patients is especially important, but little information concerning this phase of treatment is available. A phase of apathy and inertia follows the operation. The patient must be forced to bathe, dress, and feed himself under daily supervision. Emotional immaturity and irresponsibility must be recognized for some months, with return to former employment not to be expected for at least 3-6

months after surgery. Freeman and Watts state that the degree of recovery cannot be determined until at least 3 years have elapsed from the time of operation. A good social recovery is reported in 4 cases of aggressive paranoid schizophrenia. One catatonic type failed to recover.—E. T. Verville (Wisconsin).

2058. Binger, C. A psychodynamic study of a group of patients suffering from arterial hypertension. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 100-102.—Abstract and discussion.

2059. Boland, E. W., & Corr, W. P. Psychogenic rheumatism. *J. Amer. med. Ass.*, 1943, 123, 805-809.—Psychogenic rheumatism was found to be the most frequent cause of disability in 450 consecutive military cases diagnosed as arthritis or an allied condition. Fifty cases were studied in detail. The average length of military service of these men was 9 months, with one third of that time having been spent in military hospitals. Thirty-eight gave a history of symptoms prior to entering the service, 20 gave a family history of disability, 38 localized their symptoms in the back or lower extremities; and 46 had associated psychoneurotic symptoms. Pain, stiffness, numbing, and weakness were among the symptoms reported, and disability persisted in spite of prolonged bed rest. Forty-six of these 50 men were discharged, and attempts to salvage such cases for either full or limited military duty have been unsuccessful.—E. T. Verville (Wisconsin).

2060. Caldwell, J. M. Neurotic components in psychopathic behavior. *J. nerv. ment. Dis.*, 1944, 99, 134-148.—Thirty case histories of patients diagnosed as psychopathic personalities at St. Elizabeth's Hospital were studied with reference to their recorded personality traits. In only five cases were no neurotic traits recorded. "All cases showed neuropathic family histories, neurotic personalities or clinical neuroses, indicating a basic neurosis underlying the psychopathic type of behavior." The author views the psychopath as a neurotic characterized by egocentricity and antisocial behavior.—L. B. Heathers (Smith).

2061. Cameron, N. The functional psychoses. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 861-921.—The systematic approach to the problem of functional psychosis is of fundamental significance. The major approaches may be labeled structural, psychic, and biosocial or pragmatic. Etiology and classification are treated at length. Extensive bibliography.—L. J. Stone (Vassar).

2062. Caprio, F. S. Postwar planning in mental hygiene. *Med. Rec.*, N. Y., 1944, 157, 93-95.—Discussing the importance of present planning for postwar mental hygiene, the author lists the various etiological factors responsible for nervous and mental disorders, summarizes the present efforts being made to prevent postwar psychiatric problems, and outlines the considerations important in formulating a postwar mental hygiene program.—M. H. Erickson (Eloise Hospital).

2063. Cobb, S. [Chm.] The role of nutritional deficiency in nervous and mental disease. *Res. Publ. Ass. nerv. ment. Dis.*, 1943, 22. Pp. 220.

2064. Cohen, L. H., Malmo, R. B., & Thale, T. Measurement of chronic psychotic over-activity by the Norwich Rating Scale. *J. gen. Psychol.*, 1944, 30, 65-74.—A continuous graphic type rating scale with guide phrases worded in a concrete manner suitable for use by nurses and attendants in rating activity, aggressiveness, destructiveness, resistiveness, talkativeness, and tidiness in psychotic patients is presented. Results of two simultaneous independent ratings of 10 patients yielded correlations coefficients of from .65 to .90 for separate traits and .81 and .82 for composite scores. Average intercorrelation among the separate traits of .26 indicates a high degree of specificity in the single-trait scales. Results indicate that the scale can be used profitably for the study of individual patients or groups of patients.—H. H. Nowlis (Connecticut).

2065. Cohn, R., & Cruvant, B. A. Relation of narcolepsy to the epilepsies: a clinical electroencephalographic study. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 163-170.

2066. Corwin, W., & Horvath, S. M. Responses of schizophrenic patients to induced anoxia. *J. nerv. ment. Dis.*, 1944, 99, 149-158.—"Ten patients suffering from chronic schizophrenia were exposed to the inhalation of gaseous mixture containing low percentages of oxygen. The mixtures used consisted of 14, 6, 5.2 and 4.2% oxygen. The latter figure corresponds to a physiologically corrected altitude of about 31,000 feet. No untoward permanent damaging effects mentally or physically were noted at the conclusion of the study. There was no significant improvement in mental condition."—L. B. Heathers (Smith).

2067. Cummings, F. J. The psychology of blindness. *We the Blind*, 1943, 8, 7.—K. E. Maxfield (New York City).

2068. Dawson, D. J. C., & Rudd, T. N. The psychological approach to general practice. *Ulster med. J.*, 1943, 12, 110-116.—A working understanding of the origin and treatment of the simpler psychoneurotic conditions is within the scope of the general practitioner who has had no specialized psychological training. Explanation, readaptation, and encouragement will often be followed in these cases by gratifying success. Treatment in psychiatric clinics can then be reserved for more difficult cases or those which do not respond to the above measures.—M. E. Morse (Baltimore, Md.).

2069. Douglas-Wilson, I. Minor psychological disturbances in the services. *J. R. Army med. Cps*, 1943, 81, 283-288.—This paper indicates the type and frequency of psychoneurotic cases in the regular service, based on an analysis of 200 cases. 33% were found to be psychiatric disabilities with the majority of these suffering from anxiety states, some associated with hysterical features.—R. W. Beebe (Child Study Center of Maryland).

2070. Finger, F. W. Experimental behavior disorders in the rat. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 413-430.—Despite the fact that the rat does not appear to show a true "experimental neurosis," other abnormal behavior can be induced, essentially by means of auditory stimulation. Spe-

cial interest surrounds the study of factors which influence susceptibility to the seizures. Bibliography.—*L. J. Stone* (Vassar).

2071. Gentry, E. Disorganization in the white rat. *J. comp. Psychol.*, 1944, 37, 3-16.—Eight 3-month-old female white rats were trained to alternate between two grid compartments of a shock cage by the application of electrical shock to the floors of the compartment. Both compartments were then activated in the ratio of 1:2, the location of the higher charge being alternated, as in the first stage of training. In the third phase both compartments were charged maximally. Severely disturbed behavior followed the introduction of shock to both compartments. These animals, with a suitable control group, were then trained in a simple door-box situation under hunger motivation. The animals previously shocked showed much slower time scores than did the controls. The same results were secured in a simple maze. The chief source of increased time in the maze was hesitation over entering the reward box. The experimenter discusses the similarity between the behavior of these animals and anxiety in general.—*L. I. O'Kelly* (U. S. Army).

2072. Graybiel, A., Horwitz, O., & Gates, D. The problem of fatigue among student pilots at the Naval Air Training Center, Pensacola, Florida. *J. Aviat. Med.*, 1944, 15, 9-25.—Overfatigue, defined as fatigue which is not relieved by a good night's sleep, was studied in 172 student aviators by means of an interview technique. Slightly over half of the men admitted experiencing periods of overfatigue. Attempts to determine the predisposing factors to overfatigue by inquiries into the students' past and family histories yielded negative results. Precipitating factors are the following: long hours of duty, lack of sleep, difficulty in the initial adjustment to advanced stages of training, anxiety associated with a hazardous occupation, long periods of idleness in ready rooms, and unsatisfactory relationships with instructors. Airsickness and the effects of acceleration appear to be unimportant in this connection. Predominant symptoms of overfatigue are the following: subjective feelings of fatigue, increase in effort necessary to work, increase in irritability, tendency to fall asleep, tendency to become careless, loss of appetite, loss of weight, tendency to sigh more frequently, lack of desire for outside activities, increased consumption of tobacco and coffee, and a change in the amount of alcohol used. The relationship of accidents and the psychoneuroses to overfatigue is discussed.—*A. Chapman* (Wright Field).

2073. Himwich, H. E., & Fazekas, J. F. Brain metabolism and mental deficiency. *Amer. J. ment. Def.*, 1943, 48, 137-141.—Undifferentiated mental defectives, mongoloids, cretins, and phenyl pyruvic oligophrenics were studied in an attempt to determine the relationship between brain metabolism and mental deficiency. Samples of arterial blood entering the brain and venous blood leaving that organ were analyzed for oxygen. In mental defectives 20 years of age and over, as compared to normals, the undifferentiated group showed no difference in the amount of oxygen utilized by the brain. Mongoloids, cretins, and phenyl pyruvic oligophrenics showed practically identical amounts, which were considerably

lower than the normals and undifferentiated mental defectives. In the undifferentiated mental defective, the cerebral arterio-venous oxygen difference increases progressively from 6 to 29 years of age. In the mongoloid this increase of brain metabolism is arrested 10 years earlier.—*S. Whiteside* (Cincinnati Public Schools).

2074. Horsley, J. S. Narco-analysis. London: Humphrey Milford, 1943. Pp. vii + 134. 8s. 6d.—The author was the first to make systematic use of the drowsiness produced by the intravenous injection of barbiturate drugs for the diagnosis and treatment of mental states. Pentothal and sodium amytal are the favorite drugs. Under their influence, a normal person tends to talk garrulously of trivial or intimate affairs, and is more suggestible than when awake. Patients may reveal information of importance which was withheld in the waking states; those with battle neuroses give vivid accounts of battle scenes, or act out scenes with intense emotional expression and appropriate motor activity. Many patients are better after the injection; anxiety is relieved, hysterical symptoms removed, and memory restored. The improvement is at least in part due to the sedation, but some psychiatrists maintain that of greatest importance is the abreaction. The author, however, believes that the drug, temporarily releasing psychic tension, is a device for establishing hypnotic rapport between patient and psychiatrist and for circumventing the resistances which obstruct analysis in the waking state; and that abreaction is of value only by giving opportunity to the psychiatrist to effect the resynthesis of the dissociated personality.—*M. D. Vernon* (Cambridge, Eng.).

2075. Ingram, M. E. Principles of psychiatric nursing. (2nd ed.) Philadelphia: Saunders, 1944. Pp. xviii + 511. \$2.75.—This revised edition is a composite of newer ideas, experiences, and suggestions of many people actively engaged in psychiatry, psychology, nursing, and teaching. Unit I contains a summarization of the history and development of mental nursing; also included in this section is a precise description of the facts that students must know about mental disease and their nursing care. Nursing procedures and their techniques are described in Unit II, with special emphasis on the needs of the patient as an individual. Unit III deals with signs, symptoms, and the purpose and technique of present-day therapeutic methods. Unit IV covers extramural situations and includes a chapter on mental hygiene.—*A. Weider* (N. Y. U. Medical College Clinic).

2076. Kenyon, E. L. The etiology of stammering: the psychophysiologic facts which concern the production of speech sounds and of stammering. *J. Speech Disorders*, 1943, 8, 337-348.—A single act of stammering is a partial or complete psychophysiologic failure in the normal production of a single speech sound. In the act of stammering the vocal cords become completely adducted for an appreciable interval and produce no sound. In effort to offset the act of stammering, the stammerer may momentarily open the glottis and release the dammed-up pressure and produce a meaningless sound. Thus the problem of stammering is reduced to the two basic, and in-

voluntary, movements of the vocal cords, i.e., adduction and abduction.—C. V. Hudgins (Harvard).

2077. Kisker, G. W. Perceptual-motor patterns following bilateral prefrontal lobotomy. *Arch. Neurol. Psychiat., Chicago*, 1943, 50, 691-696.—The author reports observations on 20 psychotic patients who were subjected to bilateral prefrontal lobotomy for therapeutic purposes. "In this particular series of cases bilateral prefrontal lobotomy did not have an appreciable effect on the elementary motor integrative functions. . . . In none of the patients was postoperative disturbance noted when there had been no preoperative disturbance. . . . We have found, in our work with lobotomized patients, that while automatic acts, restlessness, synkinesis, gestalt dysfunction, apraxia and agnosia are sometimes observed both before and after operation, and that while these signs occasionally disappear after the neurosurgical procedure, the essential factor is the destruction of psychic attitudes rather than altered neurodynamic organization."—C. K. Trueblood (Cambridge, Mass.).

2078. Kubie, L. S. A basis for classification of disorders from the psychosomatic standpoint. *Arch. Neurol. Psychiat., Chicago*, 1943, 50, 735.—Abstract.

2079. Lamm, S. S. Asphyxia as a cause of mental deficiency: suggestions as to prevention. *Amer. J. ment. Def.*, 1943, 48, 131-136.—Anoxia at birth, whether or not associated with hemorrhage, is offered as the cause of many conditions such as epilepsy, spasticity, paralysis, and mental deficiency, formerly thought to be due to birth injury with hemorrhage. Asphyxia leads primarily to deficient oxygenation of the blood, resulting in an eventual decrease in the carbon dioxide content together with an increase in lactic acid content. Maternal, prenatal, and birth factors are significant in the production of asphyxia. Sedatives and general anesthesia increase the incidence of asphyxia. "A readjustment in the viewpoint of the obstetrician, pediatrician, and neurologist is necessary so that both the pre-natal care and conduct of the labor be carried out with the aim of reducing the incidence and degree of newborn asphyxia."—S. Whiteside (Cincinnati Public Schools).

2080. Landis, C., & Farwell, J. E. A trend analysis of age at first-admission, age at death, and years of residence for state mental hospitals: 1913-1941. *J. abnorm. soc. Psychol.*, 1944, 39, 3-23.—Trends for the state hospitals of New York, Massachusetts, and Illinois are shown by a series of graphs, with separate treatment of the main diagnostic categories. For most psychoses there has been an increase in average age of admission and of death, probably reflecting changes in medical care, immigration, age of the general population, and living conditions. The trend of alcoholic psychoses reflects legal and social changes. Trends have not always been similar in the three states.—C. M. Harsh (Nebraska).

2081. Lennox, W. G. Seizure states. In *Hunt, J. McV., Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 938-967.—Certain seizure states appear to possess a common constitutional basis: epilepsy, migraine, fainting, and vasovagal attacks. The main characteristics of these states and the present state of knowledge regarding

the personality and behavior of epileptic and migrainous persons are described. "It would seem that the subject of a specific epileptic personality has been overemphasized. . . . If future research demonstrates that a significant number of persons who have disturbance of personality also have distortion of brain waves, then epilepsy, which is a cerebral dysrhythmia, would have an intimate relationship to the whole problem of personality and behavior disorders." Bibliography.—L. J. Stone (Vassar).

2082. Liddell, H. S. Conditioned reflex method and experimental neurosis. In *Hunt, J. McV., Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 389-412.—The characteristics of the conditioned reflex method which make it particularly liable to the accidental production of neurosis are described along with the special techniques that have been devised specifically for this purpose with a variety of experimental animals. Different kinds of disturbance may be produced according to the species used and the experimental pattern. Present knowledge with regard to the effects on various organ systems is summarized. Bibliography.—L. J. Stone (Vassar).

2083. Lowenfeld, H. Some aspects of a compulsion neurosis in a changing civilization. *Psychoanal. Quart.*, 1944, 13, 1-15.—"The maintenance of a repression may be influenced to a certain extent by the attitude of the immediate environment and of society, while certain types of sublimation are markedly dependent on the influence of society and may break down under the impact of external events with the resultant appearance of anxiety or the development of neurotic symptoms." To illustrate these facts, a clinical account is discussed in detail of a patient who suffered from a compulsion neurosis and in whom the problem of external reality and the influence of a contemporary cultural phenomena played a significant role.—M. H. Erickson (Eloise Hospital).

2084. Maier, N. R. F., & Wapner, S. Studies of abnormal behavior in the rat. XV. The influence of maze behavior on seizures occurring during auditory stimulation and the effect of seizures on maze performance. *J. comp. Psychol.*, 1944, 37, 23-34.—The authors attempted to determine the effects on susceptibility to audiogenic seizures of maze running, and the effect of seizures produced in the maze on later maze performance. The results indicated that rats had more seizures while running the maze than while at rest. Animals who had had seizures in a maze previously learned showed greater deterioration of performance than did animals who did not have seizures. Control experiments indicated that the greater frequency of seizures in the running rats was due to the greater intensity of the sound stimulus for the running animals. With regard to the second finding, the data were interpreted to mean that seizures led to a fear response in the susceptible animals and that this, rather than loss of a learned pattern, was responsible for the poorer maze performance.—L. I. O'Kelly (U. S. Army).

2085. Malamud, W. The psychoneuroses. In *Hunt, J. McV., Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 833-860.—A systematic statement is presented of the seriousness, etiology, and classification of the neuroses with brief

mention of the types of treatment generally employed. Bibliography.—*L. J. Stone (Vassar).*

2086. **Malzberg, B.** Statistics of alcoholic mental disease. *Relig. Educ.*, 1944, 39, 22-30.—The author presents tables of the number of first admissions for alcoholic psychoses, both male and female. The tables give geographical distribution and year-to-year variations for the country as a whole. One table presents data for New York from 1909 to 1943. The categories of race, foreign versus native, and urban-rural are considered and their significance discussed.—*F. A. Mote (Connecticut).*

2087. **McKibben, S.** The spastic situation. *J. Speech Disorders*, 1943, 8, 147-153.—This paper is written by an individual who has a spastic condition and who speaks from firsthand knowledge and experience of the spastic situation, which is defined as "the disastrous effects of the spastic condition." The general attitude of people towards spastics, fostered by lack of understanding, results in severe social restrictions and often ostracism. "People are so obsessed with the idea that 'the body is the expression of self' that they forget that this is true only when the body is in a normal condition." The autobiographic material of the paper tells how the situation has been handled.—*C. V. Hudgins (Harvard).*

2088. **Menninger, R. W.** The history of psychiatry. *Dis. nerv. Syst.*, 1944, 5, 52-55.—The history and the development of psychiatry are presented under four main trends: (1) the period of persecution during which no illness was well understood; (2) the period of segregation, often in churches, marking the beginning of hospitalization; (3) the humanitarian attitude toward the sick, resulting from the education of society to pity rather than to condemn; and (4) the period of prevention of illness, initiated in the twentieth century, which was accompanied by the growth of mental hygiene movements, psychiatry, and therapeutic developments.—*C. E. Henry (U. S. Naval Reserve).*

2089. **Menninger, W. C.** Psychiatric problems in the army. *J. Amer. med. Ass.*, 1943, 123, 751-754.—Since there is a lack of psychiatrists, short, intensive psychiatric courses for physicians would be desirable, as well as training for psychologists, social workers, nurses, and occupational and recreational therapists as aids. The medical and social implications of the great number of psychiatric cases in the general population which the war has disclosed are great. An immediate problem is the rapid and most effective disposition of these cases in the army.—*E. T. Verville (Wisconsin).*

2090. **Mira y López, E.** Manual de psiquiatría. (Manual of psychiatry.) Buenos Aires: El Ateneo, 1943. Pp. 12 + 857.—This is a rewritten and considerably amplified version of the 1935 Barcelona edition. The first 15 chapters deal with the theory and generalities of psychiatry; 17 others present special abnormal forms and conditions, including individual chapters on mental hygiene, child psychiatry, and the psychiatry of war (based on the author's Salmon lectures). In addition there is a section of 110 pages on the pathological anatomy of mental diseases by B. Moyano. Appendices contain material on electroencephalography (by J. B. Odoriz), the Gesell and Bellevue scales, and descriptions of

miokinetic diagnosis and electric shock therapy.—*H. D. Spoerl (American International College).*

2091. **Moriarty, J. D., & Weil, A. A.** Combined convulsive therapy and psychotherapy of the neuroses. *Arch. Neurol. Psychiat.*, Chicago, 1943, 50, 685-690.—Twenty neurotic patients were given a combination of convulsive treatment and psychotherapy. The order of procedure was: first, analytic psychotherapy; second, 4 to 6 electric shock treatments; third, re-education. In 50% of the patients remission of the disorder is reported; in 45%, definite improvement; in 5%, questionable improvement. All patients were able to leave the hospital, and the majority showed satisfactory gains in follow-up studies. "Shock therapy prepares the ground for psychotherapy by improving the affective tone, fostering active cooperation and tending to overcome the 'repetition compulsion.'" 24 references.—*C. K. Trueblood (Cambridge, Mass.).*

2092. **Morkovin, B. V.** Psychotherapy and techniques of perceptual re-education of the acoustically impaired. *Hearing Surv. Quart.*, 1944, 1, 1-4.—The problem of auditory rehabilitation has increased in importance because of the high incidence of auditory casualties in the present war. A dynamic approach to this problem should stress the prevention or the removal of disability. The impairment should not be allowed to become a serious psychological handicap. Serious maladjustment may be forestalled by providing, in the early stages of the impairment, lip-reading lessons, hearing aids, and recreational and occupational therapy. The author describes general methods and procedures to be followed.—*C. V. Hudgins (Harvard).*

2093. **Myerson, A.** Borderline cases treated by electroshock. *Amer. J. Psychiat.*, 1943, 100, 355-357.—The author, after citing a number of cases treated by electric shock, states that "the mechanism of improvement and recovery seems to be to knock out the brain and reduce the higher activities, to impair the memory, and thus the newer acquisition of the mind, namely, the pathological state, is forgotten. As the brain recovers, the well established trends—those which are relatively normal—come back, but the incubus of more recent evolution and with less roots—so to speak—of thinking, feeling and doing, remains away."—*J. E. Zerga (Avion, Inc.).*

2094. **Myerson, A.** Constitutional anhedonia and the social neurosis. *J. nerv. ment. Dis.*, 1944, 99, 309-312.—Abstract and discussion.

2095. **Olkon, D. M., & Sherman, I. C.** Eonism with added outstanding psychopathic features: a unique psychopathological study. *J. nerv. ment. Dis.*, 1944, 99, 159-167.—A case of a transvestite is described. Photographs and a short autobiography of the patient are included.—*L. B. Heathers (Smith).*

2096. **Palmer, H. D.** The organic and physiologic factors in mental defect. Part I. *Dis. nerv. Syst.*, 1944, 5, 5-18.—The author presents a classification of mental defect based on etiology; it is offered as a flexible working basis capable of modification as new information becomes available. Part I deals with mental defect due to infections of infancy and childhood, cerebral trauma, and toxic states. Many sub-headings deal with more specific aspects of these topics, with particular emphasis being placed upon

electroencephalographic studies, prenatal trauma, and maternal toxic states. 92-item bibliography.—C. E. Henry (U. S. Naval Reserve).

2097. Palmer, H. D. The organic and physiologic factors in mental defect. Part II. *Dis. nerv. Syst.*, 1944, 5, 37-51.—The second half of this paper (see also 18: 2096) deals with mental defect due to developmental structural pathology in the central nervous system, endocrine disorders, heredity or as yet unknown influences, and indirect or environmental causes. The branch of study dealing with endocrine disorders is especially encouraging, both as regards the therapeutic result and the chemistry upon which it is based. The relationships between cortical dysrhythmia, clinical epilepsy, and behavioral disorders are discussed, as are also the neurosurgical and drug therapy approaches. 100-item bibliography.—C. E. Henry (U. S. Naval Reserve).

2098. Palmer, M. F. Similarities of the effects of environmental pressures on cerebral palsy and stuttering. *J. Speech Disorders*, 1943, 8, 155-160.—The author comments upon the similarity of the social situations faced by spastics and stutterers and believes that the environmental pressures in either case induce an increase in the severity of the physical signs of the conditions as well as a fixation of the conditions.—C. V. Hudgins (Harvard).

2099. Paz Soldan, C. E. Defectos físicos y enfermedades mentales registrados en el Censo Nacional de 1940. (Physical and mental disorders listed in the national census, 1940.) *Reforma méd.*, 1943, 29, 718-731.

2100. Perlson, J. Some aspects of the etiology and treatment of schizophrenia. *J. nerv. ment. Dis.*, 1944, 99, 243-249.—This is a general review of the ideas regarding the causes and treatment of schizophrenia that have been held since early times.—L. B. Heathers (Smith).

2101. Preu, P. W. The concept of psychopathic personality. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 922-937.—The development of the concept of psychopathic personality is described. Current reformulations are important; there are several divergent points of view. "The unsatisfactory state of the concept of psychopathic personality illustrates the futility of orienting psychiatric research about the traditional clinical entities as 'diseases' of nineteenth century psychiatry. What is needed is a clear description of various problems of behavior expressed in simple unambiguous language." Bibliography.—L. J. Stone (Vassar).

2102. Redl, F. Diagnostic group work. *Amer. J. Orthopsychiat.*, 1944, 14, 53-68.—This is a report of a group-work project now being carried out in Detroit. The author discusses the need for diagnostic group work, the technical limitations of interview work with children, the educational impracticability of interview materials, the advantages and disadvantages of group settings, and some technical problems of diagnostic group work.—R. E. Perl (New York City).

2103. Reider, N. Remarks on mechanisms in non-analytic psychotherapy. *Dis. nerv. Syst.*, 1944, 5, 22-25.—It must be admitted that unscientific methods used by unscientific (nonmedical) workers

often help to relieve patients of their emotional disturbances. The therapeutic results may be obtained by satisfying the unconscious needs of the patient or by repressing one of the elements that constitute the conflict, for the concept of conflict is basic and universally accepted by all schools of thought. Guilt feelings are often displaced on childhood events. The author concludes: "there will be an important end achieved if the physician becomes aware that these unscientific methods lead to cures and that he could obtain the same if not better results by more scientific methods."—C. E. Henry (U. S. Naval Reserve).

2104. Rennie, T. A. C. Use of insulin as sedation therapy: control of basic anxiety in the psychoses. *Arch. Neurol. Psychiat.*, Chicago, 1943, 50, 697-705.

2105. Ritzman, C. H. A cardiovascular and metabolic study of stutterers and non-stutterers. *J. Speech Disorders*, 1943, 8, 161-182.—The purpose of this study is to compare the measurements of heart rate, sinus arrhythmia, blood pressure, and basal metabolic rate in 29 male and female stutterers with similar measurements obtained from normal speakers matched for age and sex. No significant differences were found between the two groups in any of the variables studied.—C. V. Hudgins (Harvard).

2106. Roberts, C. S., & Turner, W. J. Integration of the electroencephalogram. I. An approach to schizophrenia through electroencephalography. *J. nerv. ment. Dis.*, 1944, 99, 298.—Abstract.

2107. Rush, A. Gastrointestinal disturbances in the combat area: I. Preliminary observations on peptic ulcer. *J. Amer. med. Ass.*, 1943, 123, 389-391.—Incidence of peptic ulcer cases is higher in army general hospitals than in army field hospitals, but this may be the result of transfers from smaller hospitals. Patients with emotional difficulties who have developed symptoms of peptic ulcer do not respond to the usual therapy. Scores on the Army General Classification Test were unrelated to incidence of peptic ulcer.—E. T. Verville (Wisconsin).

2108. Sallak, V. J. A community approach to the rehabilitation of the handicapped. *J. educ. Sociol.*, 1944, 17, 342-351.—A program of rehabilitation is offered in Cuyahoga County, Ohio. The in-hospital program at Sunny Acres Tuberculosis Sanitarium includes various sorts of instruction, medical social service, psychological testing, and vocational counseling. This is followed by a post-hospital program involving treatment and physical and mental hardening, followed by a vocational training and placement program.—H. A. Gibbard (Brown).

2109. Schnur, S. Aeroneurosis. *J. Aviat. Med.*, 1944, 15, 36-42.—Since the pathogenesis, symptomatology, and cure of aeroneuroses are no different from these aspects of ordinary psychoneuroses, the author recommends discarding the former term. Loss of higher cortical control over the hypothalamic center accounts for the symptoms of neurosis. These symptoms may be any of the following: autonomic imbalance, endocrine dyscrasia, sensory disorder, motor defect, emotional instability, and deviations of the temperature and respiratory mechanisms. In the case of the flier the environmental predisposing factors are many. Therapy is primarily preventive, i.e., the environment must be made as pleasant as is com-

patible with the military situation. Suggested in this connection are: improvements in messes; provisions for recreation and amusement; cheerful mail from home; bans on the discussion of morbid subjects, battle casualties, and disastrous missions; and repeated vacations and rest periods to combat chronic fatigue.—*A. Chapanis* (Wright Field).

2110. Sheehan, D. Physiologic principles underlying psychosomatic disorders. *Arch. Neurol. Psychiat.*, Chicago, 1943, 50, 734-735.—Abstract.

2111. Shulack, N. R. Occupational-recreational programs in neuropsychiatric sections of army station hospitals. *War Med.*, Chicago, 1944, 5, 109-116.—The organization of occupational therapy in a military psychiatric hospital is described. The purpose of occupational therapy is to reactivate self-esteem and reconstitute psychobiologic cravings into socially acceptable channels. The longer the duration of any illness, the less the patient is concerned with the pathological condition and the more he considers his individual relation to the environment. Every long illness, in which the immediate threat of death has subsided and consciousness is undisturbed, produces a person unable to pursue his usual tasks and aware of his inferiority. This feeling must be suppressed or compensated in order to obtain a total therapeutic response. The production of something tangible and socially acceptable fulfils this ego-need, and approval of the object by others engenders comradeship, thus giving the ego additional support.—*M. E. Morse* (Baltimore, Md.).

2112. Sisk, H. L. Maze learning ability and its relation to experimental audio-genic seizures in the rat. *J. gen. Psychol.*, 1944, 30, 89-91.—In a previous study the author found that exposure to experimental audiogenic seizure-producing situations did not significantly influence relearning of a multiple T-maze, although the experimental group did show greater variability (see 16: 4423). In the present experiment the control group of the previous experiment is submitted to audiogenic seizure-producing situations to determine the relationship between maze-learning ability, using scores of the original learning series as criteria, and susceptibility to audiogenic seizures. "Though the results of this study are inconclusive there is a good possibility that further work will substantiate the slight relationship noted here between low maze learning ability and increased susceptibility to audio-genic seizures."—*H. H. Nowlis* (Connecticut).

2113. Smith, L. H., Hastings, D. W., & Hughes, J. Immediate and follow-up results of electroshock therapy. *Amer. J. Psychiat.*, 1943, 100, 351-354.—A follow-up study of 279 patients receiving electroshock therapy indicates the treatment is very effective for cases of involutional melancholia and manic-depressive psychosis, not effective in the treatment of schizophrenia, and of doubtful value in the treatment of psychoneuroses. "There is no evidence to indicate that electroshock treatment may prevent future psychotic attacks, nor that it might interfere with spontaneous clinical recovery."—*J. E. Zerga* (Avion, Inc.).

2114. Sonenthal, I. R. Hysteria and malingering in nurses. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 207-208.—Abstract and discussion.

2115. Sonenthal, I. R. Malingering in nurses with hysteria. *Illinois med. J.*, 1944, 85, 17-21.—The emotional problems of nurses differ somewhat from those of other women because of their profession. Sonenthal reports 5 cases of malingering superimposed on a recognized hysteria: hypoglycemic attacks, hyperthyroidism and neurological symptoms induced respectively by continued intentional over-dosage of insulin, thyroid extract and sedatives, and 2 cases of prolonged falsification of temperature. The first 3 patients admitted suicidal ideas. Nurses are particularly prone to hysteria and malingering because, like elder sisters in large families, they are continually exposed to persons who have the right to be cared for, and they have to care for them whether they feel able or not. The desire to repudiate their role, to escape into sickness and be cared for is understandable, and they have the knowledge and opportunity to do so. Neither motivation nor goal distinguishes hysteria from malingering, and the difference in the conscious element is only quantitative. Malingering is unconsciously provocative and is also protective (in animals). It has a strongly masochistic and exhibitionistic character. The subject inflicts his own punishment, which is out of proportion to the gain.—*M. E. Morse* (Baltimore, Md.).

2116. Sterba, R. The significance of a missed diagnosis. *Bull. Menninger Clin.*, 1944, 8, 18-22.—This paper presents a segment of an analytic case history in which a professional negligence precipitated an anxiety hysteria in a physician. Any complicated diagnosis, minor operations, and particularly an obstetrical case threw him into a panic. The anxiety was shown as arising mainly from the unconscious part of his relationship to his father, and not to this single professional mistake. The case was successfully treated.—*W. A. Varvel* (Texas A. & M.).

2117. Stevenson, G. S. The prevention of personality disorders. In *Hunt, J. McV., Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 1164-1191.—Concepts and principles of the prevention of personality disorder are developed and present programs described in terms of their approach: eugenical, physiological, psychological, and social. Specific projects are described. Brief bibliography.—*L. J. Stone* (Vassar).

2118. Sullivan, J. D. Sensory reception in hysterical anesthesia as measured by the cold pressor response. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 84-85.—"Four patients with a hysterically anesthetized limb showed a cold pressor response in the affected limb despite their denial of subjective sensations of pain or cold. The cold pressor response of the affected limb was in all subjects similar to that of the normal limb. Subjective perception of pain and cold is not necessary for completion of the cold pressor response. Further evidence indicates that hysterical anesthesia does not block sensory stimuli at the lowest segmental levels. These observations suggest that the cold pressor response may be useful in differentiation of hysterical and peripheral nerve anesthetics."—*C. K. Trueblood* (Cambridge, Mass.).

2119. Surgeon General, U. S. War Dept. Early recognition and treatment of neuropsychiatric conditions in the combat zone. *J. Amer. med. Ass.*, 1943,

123, 705-706.—Treatment of neuropsychiatric cases in the combat zone should be based on four principles: (1) early selection of cases, (2) treatment in the combat zone, (3) rapid initiation of sedation, and (4) recognition that psychiatric cases are not malingerers needing punishment but sick men needing treatment. Patients should be required to be up for meals and to care for their own quarters. All therapeutic discussion should be carried on in the open ward for mass suggestion and repetitive effect. Sedation should be discontinued for a full day before discharge, and the deciding factors in immediate disposition of the case should be the patient's answers to direct questions such as, "How do you feel now?" and "Do you want to return to duty?"—E. T. Verville (Wisconsin).

2120. Symonds, C. P. The human response to flying stress; neurosis in flying personnel. *Brit. med. J.*, 1943, 2, 703-706.—Neurotic cases were analyzed on the basis of data collected by neuropsychiatric specialists of the Royal Air Force. Anxiety states occurred in 79% of the cases, depression in 9%, hysteria in 13%, and mixed forms were not infrequent. The incidence of neurosis varies directly with the amount of hazard encountered. Psychological factors are present in 99% of the cases, and more than two thirds show a family or personal history of neuro-pathy. The incidence of flying stress is higher in single than in married men. Fear, as an element of flying stress, is discussed.—E. T. Verville (Wisconsin).

2121. Taylor, J. H. A further report on the use of shock therapy: results in 1,302 cases. *Dis. nerv. Syst.*, 1944, 5, 56.—Of the 1,234 patients suffering from functional psychoses who completed the course of insulin, metrazol, or electroshock therapy, or some combination of these, 834 patients (64.2%) were discharged in a condition permitting return to the community. When this therapy is sufficiently prolonged, it represents the best treatment yet devised for such disorders.—C. E. Henry (U. S. Naval Reserve).

2122. Thorne, H. A. The psychological approach to medicine. *Ulster med. J.*, 1943, 12, 98-109.—Thorne gives a brief exposition of the correlations between body build and certain psychological reaction types, the nature of the psychoneuroses, and a clinical description of their main types. In regard to the relation of anxiety to aggression, stirring up hatred against the enemy is contraindicated because it is prone to increase unconscious guilt and to turn into anxiety. Soldiers going into battle with this spirit are liable to return with an anxiety neurosis. It is dangerous to force a patient to disregard anxiety, since it is a warning and the precipitation of an acute attack may be disastrous for future rehabilitation.—M. E. Morse (Baltimore, Md.).

2123. Turner, E. A. Statistics of neurotic states. *Brit. med. J.*, 1943, 2, 556.

2124. Van der Heide, C. Psychosomatic medicine. *News-Lett. Amer. Ass. psychiat. Soc. Wkrs.*, 1943, 13, 13-20.—The author discriminates (1) organic disorders with prominent but secondary emotional factors, (2) conversion symptoms, which seldom result in organic pathology, and (3) true psychosomatic disorders characterized by (a) organic

pathology, (b) an etiological chain of mixed organic and emotional factors, with the emotional usually the initial link, and (c) critical involvement of the vegetative nervous system. Methods in psychosomatic research include anamnestic studies, hypnosis, experimental neurosis, and psychoanalysis.—A. B. Hunter (Brown).

2125. Wallenberg, M. The influence of the draft on the formation of psychoses in women. *Illinois med. J.*, 1944, 85, 25-29.—Wallenberg reports the cases of 12 women in whom the onset of a psychosis was ascribed to drafting of a member of the family. Most of the patients were in the involuntal period, and all showed marked ambivalence toward the draftees. Under the threat of actual or ideational loss of the loved object, intense guilt feelings came to the surface with consequent depression and agitation. Drafting represented simply a displacement of the conflict. There are two guilt-producing mechanisms in the situation: unfaced hostility toward the male members of the family; or, the son may be a husband substitute or the husband a father substitute. In these cases conflicts are brought to the surface. Women in their prime who have actually given up a great deal are not affected.—M. E. Morse (Baltimore, Md.).

2126. Wilde, J. F. Some post-war psychological problems. *Ulster med. J.*, 1943, 12, 89-97.—Wilde outlines some lessons from military psychiatry which have a bearing on postwar problems. The psychiatric service, which is headed by a regular hygiene officer, is essentially prophylactic and emphasizes the relation between psychiatry and personnel selection. The accumulated civilian experience has been incorporated into placement of soldiers in the services, and in fact a great piece of scientific field-work is now being carried out and very valuable data are being assembled on which to base postwar vocational guidance. Idleness, boredom, and unemployment cannot be afforded after the war because of their disintegrating effect on morale. Peace, no less than war, must have outlets for the aggressive instinct. Undue individualism, based on an uneventful life in the security of home, must be combatted, as there will necessarily be much more community life, due to shortages, after the war. A new attitude toward neuropsychiatric conditions will also arise.—M. E. Morse (Baltimore, Md.).

2127. Wolberg, L. Resistance to cure in psychotherapy. *N. Y. St. J. Med.*, 1943, 43, 1751-1754.—Every patient develops resistance in one form or another in spite of his better judgment, because he unconsciously interprets psychotherapy as a threat to his security and intuitively retreats or rebels. His methods depend largely on the kind of defenses which he customarily uses to avert danger. Some of the devices are self-devaluation, forced flight into health, blocking as a desire to smother hostility or panic, superficial sociability with basic detachment, talking around basic issues, intellectualization or isolation of treatment from life, insight as a smoke screen to allay guilt and forestall criticism, compulsive compliance with tremendous hostility when disappointed, trying to "get a lift" for carrying on the usual routines, and concentration solely on self-defense. Fortunately the

physician has a powerful ally in the spontaneous urge of every individual for growth and development.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 1972, 1978, 2021, 2039, 2044, 2130, 2135, 2138, 2140, 2151, 2158, 2169, 2176, 2184, 2185, 2217, 2227, 2245, 2261, 2270, 2294, 2298, 2299, 2301, 2314, 2317, 2321, 2330, 2331, 2340, 2341.]

PERSONALITY AND CHARACTER

2128. *Andrews, T. G., & Muhlhan, G.* Analysis of congruent idea patterns as a study in personality. *Character & Pers.*, 1943, 12, 101-110.—The diary of a girl was reduced to groupings of congruent idea patterns. The method illustrates the importance of biographical materials in the study of personality, as suggested by Allport. It is applicable to any results of free or semi-controlled association. One of its limitations is its highly individual nature; however, it does have a core of validity.—*M. O. Wilson* (Oklahoma).

2129. *Bateson, G.* Cultural determinants of personality. In *Hunt, J. McV., Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 714-735.—"This chapter is intended to give some general statement of the theories . . . reached by those who worked with . . . observations upon preliterate people." Culture is not regarded as fully determining but as an abstraction representing a useful point of view from which scientists have gained insight into personality problems. The origin of the concept is described. Other sections deal with anthropological use of typologies and psychiatric syndromes, "the study of the socialization process by which the child is educated to become a typical member of the community into which he was born," and recent studies of interpersonal and intergroup attitudes. Bibliography.—*L. J. Stone* (Vassar).

2130. *Bergler, E.* A new approach to the therapy of erythrophobia. *Psychoanal. Quart.*, 1944, 13, 43-59.—Morbid blushing is usually considered to be a hysterical conversion symptom, a displacement upward which phallicizes the face, thus satisfying both unconscious exhibitionistic and punishment wishes. Such patients are therapeutically difficult of access, narcissistic, self-contained, and frequently paranoid in ideas. Three clinical examples are discussed, and these demonstrate the symptom to have a three-layer structure of: (1) preoedipal voyeur wish, (2) repression of the preoedipal voyeur wish, reactive preoedipal exhibition wish, repressed revenge, and (3) oedipal phallicization of the facial exhibition, repression of this tendency in turn, and aggression. 29-item bibliography.—*M. H. Erickson* (Eloise Hospital).

2131. *Cobb, S.* Personality as affected by lesions of the brain. In *Hunt, J. McV., Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 550-581.—Various types of cerebral pathologies and their effects on psychological function are described. A detailed section deals with problems of localization in the cortex. There is considerable emphasis on the concept of levels and the implication that "only by accepting psychology as a part of physiology can one make any sense out of it." It is suggested that the problem is not merely one of the

effect of cerebral injury on personality but that "personality certainly has an effect on what will happen after cerebral injury." Bibliography.—*L. J. Stone* (Vassar).

2132. *Fay, P. J., & Middleton, W. C.* Judgment of confidence from voice. *J. gen. Psychol.*, 1944, 30, 93-95.—Fifteen speakers were selected from a group of 40 on the basis of the agreement between their test-retest scores on the Bernreuter Personality Inventory (FI-C). Forty-two students rated each speaker twice as he was heard over a public address system. Corrected reliability coefficient of listeners' ratings for all speakers is .51 (.35 for men listeners, .56 for women listeners). Correlation between listeners' ratings of self-confidence from speakers' voices is $.13 \pm .02$ ($.09 \pm .03$ for the men; $.14 \pm .02$ for the women). "As far as the present study is concerned, it must be concluded that listeners have only slight ability to judge self-confidence from the transmitted voice."—*H. H. Nowlis* (Connecticut).

2133. *Goitein, P. L.* The symbolic identification test; a projective technic for the measurement of id forces within the personality. *J. nerv. ment. Dis.*, 1944, 99, 279-284.—This test consists of 5 circular discs each made up of an anomalous white figure without fixed spatial reference points on a black ground. The S reports his associations and reactions to each disc. These responses are then classified into 5 types, each disc being designed to stimulate the production of one of the response types. In the standardization group of 55 psychotic S's, it was found that in each disorder one of the response types was dominant. The test was then given to 100 college undergraduates and to a few S's from specific disease groups. Each S was classified into one of 5 personality groups on the basis of his responses. The author states that there is a good correlation between clinically derived judgments of the personality of the S and his personality classification as determined by the test. Pictures of the stimulus figures are included.—*L. B. Heathers* (Smith).

2134. *Guthrie, E. R.* Personality in terms of associative learning. In *Hunt, J. McV., Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 49-68.—The author stresses "the understanding of how men adjust themselves to their circumstances through learning," rather than attempting to search for "the personality." Practical and sound description of personality traits must be made in terms of learned skills and adjustments rather than in terms of general traits such as introvert, ascendant, or the like. Bibliography.—*L. J. Stone* (Vassar).

2135. *Hunt, J. McV. [Ed.]* Personality and the behavior disorders; a handbook based on experimental and clinical research. 2 vols. New York: Ronald Press, 1944. Pp. xii + 1242. \$10.00.—This handbook contains 35 contributions by authorities in various fields, both experimental and clinical, devoted to the understanding of the individual person. Part I, Theoretical Approaches to Personality, has chapters by McKinnon, Guthrie, and Mowrer; Part II, Cross-Sectional Methods of Assessing Personality, is written by E. S. Jones, Maller, and R. W. White; Part III, Behavior Dynamics, Experimental Behavior Disorders and Hypnotism, is prepared by French, Saul, R. R. Sears, Lewin *et al.*, Rosenzweig,

Liddell, Miller, and Jenness; Part IV, Determinants of Personality—Biological and Organic, contains contributions by Penrose, Sheldon, Cobb, and Shock; Part V, Determinants of Personality—Experimental and Sociological, has chapters by Ribble, L. B. Murphy, Blanchard, Bateson, and Faris; Part VI, Some Outstanding Patterns of Behavior Disorder, includes the work of Kanner, Lowrey, Stearns, Malamud, Cameron, Preu, and Lennox; Part VII, Some Investigated Correlates of Behavior Disorder, includes a chapter by Hunt and Cofer and one by Lindsley; Part VIII, Therapy and the Prevention of Behavior Disorders, is prepared by Appel and Stevenson. A bibliography follows each chapter and there are detailed subject and author indices. (See 18: 1975, 2028, 2034, etc.)—L. J. Stone (Vassar).

2136. Hunt, J. McV., & Cofer, C. N. **Psychological deficit.** In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 971-1032.—*Deficit* is used as a neutral term to indicate loss of efficiency in cases of disorder or cerebral injury. The literature is reviewed in terms of standard tests of intelligence and deficit in a great variety of conditions as well as deficit in specific aspects of behavior varying particularly in complexity. The material is analyzed in terms of type of disturbance and nature and extent of deficit. "Intelligent behavior and thinking are dependent on both fundamental capacities and learned skills." Deficit in capacity and skill may be differentiated to some degree and related to the nature of the disturbance. Extensive bibliography.—L. J. Stone (Vassar).

2137. Ichheiser, G. **Misinterpretations of personality in everyday life and the psychologist's frame of reference.** *Character & Pers.*, 1943, 12, 145-160.—Both the naïve observer and the trained psychologist are subject to misinterpretation in the evaluation of personality. Some sources of misinterpretation include the following tendencies: (1) to overestimate the unity of personality, (2) to overestimate personal and to underestimate situational factors, and (3) to overemphasize success and failure and to ignore the conditions responsible for success and failure. The psychologist evaluates personality in terms of his frame of reference. His frame of reference, however, is shaped by his ideologically conditioned patterns of interpreting personality which permeate his society. Hence, he may commit, at the scientific level, the same errors in interpreting personality which the naïve person commits at the level of everyday experience.—M. O. Wilson (Oklahoma).

2138. Jacob, Z. **Some suggestions on the use of content symbolism.** *Rorschach Res. Exch.*, 1944, 8, 40-41.—Six of 12 college-student stutterers used urogenital content references in responding to the Rorschach cards. Others gave "water" and "insect mouth" interpretations. The presence of enuresis and infantile adaptations in the clinical history of these persons may be significant in view of the psychoanalytical interpretation of enuresis as urethral eroticism and its association with stuttering. Subjects who tended to withdraw from emotional reality often gave "eye" and "mask" references and showed shock to black color. Such symbolic responses should

be studied both intensively and extensively.—E. M. L. Burchard (U. S. Naval Reserve).

2139. Jones, E. S. **Subjective evaluations of personality.** In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 139-169.—The problem of the subjective appraisal of personality is one of controlling it sufficiently "so that it will take on some of the aspects of objectivity, and yet leave final expression free and opinion untrammelled by narrowly conceived indices." This problem is considered in terms of recommendation and application forms, interview appraisals, personality ratings, and case studies. Bibliography.—L. J. Stone (Vassar).

2140. Kamman, G. R. **The Rorschach method as a therapeutic agent.** *Amer. J. Orthopsychiat.*, 1944, 14, 21-28.—Since psychotherapy really begins when the patient is first examined, any diagnostic procedure employed by the physician becomes in reality a therapeutic agent. Too little attention has been given to the Rorschach test as a possible therapeutic tool when it is administered by the therapist himself. It can be used as an integral factor in dealing with the family and milieu as well as with the patient. Examples are given of how the Rorschach helps establish rapport, assists in giving the patient insight into his condition, etc.—R. E. Perl (New York City).

2141. Lewin, K., Dembo, T., Festinger, L., & Sears, P. S. **Level of aspiration.** In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 333-378.—A survey is given of trends in research on aspiration level since the first experiments around 1930; also suggestions are offered for profitable further work. The level of aspiration is considered in detail in its field-theoretical setting. Bibliography.—L. J. Stone (Vassar).

2142. MacKinnon, D. W. **The structure of personality.** In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 3-48.—Definitions and theories of personality, character, and temperament are presented with emphasis on current views. Important typologies are summarized as well as S-R and factor concepts. The problems of specificity and consistency of traits are briefly considered. Extensive bibliography.—L. J. Stone (Vassar).

2143. Maller, J. B. **Personality tests.** In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 179-213.—Personality tests are measuring devices for the diagnosis of specific aspects of personality and never of the total personality. They include measures of character, measures of temperament and adjustment, measures of attitudes, opinions, and interests, and miscellaneous measures. Test materials under these headings are considered in detail and evaluated. An extensive bibliography and a directory to other bibliographic sources are included.—L. J. Stone (Vassar).

2144. Mowrer, O. H., & Kluckhohn, C. **Dynamic theory of personality.** In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 69-135.—Dynamic theory arises chiefly from psychoanalysis, social anthropology, and the psychology of learning. Their common basic assumptions are that behavior is functional; that it

involves conflict; that it must be seen in its context; and that organisms tend to a state of internal consistency. Stress is laid on the developmental process of socialization. Interrelations between personal needs and cultural pressures are described with reference to various points in the life history and with documentation from cultural and developmental studies. Bibliography.—L. J. Stone (Vassar).

2145. **Pascal, G. R.** *The analysis of handwriting; a test of significance.* *Character & Pers.*, 1943, 12, 123-144.—Handwriting characteristics are correlated with 36 personality traits of 22 clients studied in the Harvard Psychological Clinic. By application of the null hypothesis, it is concluded that certain variables of handwriting are related to certain variables of personality.—M. O. Wilson (Oklahoma).

2146. **Penrose, L. S.** *Heredity.* In *Hunt, J. McV., Personality and the behavior disorders.* New York: Ronald Press, 1944. Pp. 505-525.—The methodology of research in heredity is briefly described, and the known data on the inheritance of specific traits and more general aspects of personality are outlined. Bibliography.—L. J. Stone (Vassar).

2147. **Riggs, F. B.** *Tall men have their problems too.* Cambridge, Mass.: Author, 21 Coolidge Hill Road, 1943. Pp. 147. \$1.00.—The data reported have been collected via (1) a specially devised questionnaire returned by 248 men with statures between 6'5" and 7'2"; (2) interviews with 21 of the 248; and (3) a survey of popular and technical literature containing case histories of tall men and acromegalic giants. The author considers the factors of race, heredity, selective mating, endocrines, and multiple environmental variables as etiological agents in the increasing frequency (1865-1942) of tallness. The level of adaptation by tall men to various norms (occupation, marriage, health, longevity, social activities) are shown by contrasting types of brief case histories. The volume is concluded by a series of mental hygiene suggestions for parents, teachers, and employers, whereby the tall boy can early be made to feel at ease and to look upon his stature as an asset.—L. A. Pennington (U. S. Naval Reserve).

2148. **Roback, A. A.** *Sense of humor test.* (2nd ed.) Cambridge, Mass.: Sci-Art Publishers, 1943. Pp. 16. \$0.35.—Part A contains 6 cartoons to be rated for humor; Part B, 10 jokes to be similarly rated; Part C, 30 jokes to be rated as good, fair, or indifferent; Part D, 20 jokes to be classified as puns, satires, repartee, boners, sarcasm, Irish bulls, wit, or nonsense; Part E, 26 jokes, those of similar technique or idea to be matched by the testee; Part F, 10 jokes for each of which the testee is asked to supply a caption; Part G, 20 yes-no questions; while Part H asks for a statement as to "why you think your sense of humor is comparatively good, or why this test is not apt to show it to advantage."—L. H. McCabe (Cambridge, Mass.).

2149. **Rosenzweig, S.** *An outline of frustration theory.* In *Hunt, J. McV., Personality and the behavior disorders.* New York: Ronald Press, 1944. Pp. 379-388.—Frustration theory is regarded as a natural outcome of work in experimental psychoanalysis. Various types of stress and kinds of reactions to frustration are described, and the concept of

frustration toleration is developed. Bibliography.—L. J. Stone (Vassar).

2150. **Rosenzweig, S.** *A note on Rorschach pre-history.* *Rorschach Res. Exch.*, 1944, 8, 41-42.—The author reports the fortuitous discovery of an early use of ink-blot as a basis for inducing fantasy. This was a juvenile book, *Gobolinks*, by R. E. Stuart and A. B. Paine, published in 1896 when Rorschach was 12 years old and one year after Binet and Henri had suggested the use of ink-blot in studying imagination. The extremely high frequency of movement responses in the book tends to lend a degree of general validation to the capacity for creative fantasy signified by the *M* type of response.—E. M. L. Burchard (U. S. Naval Reserve).

2151. **Ross, W. D., & Ross, S.** *Some Rorschach ratings of clinical value.* *Rorschach Res. Exch.*, 1944, 8, 1-9.—The Rorschach records of 174 persons (50 psychoneurotics, 24 organic brain-disease cases, and 100 normal controls) were analyzed for incidence of previously isolated signs of neurosis and organic brain disease. Weighted scores were combined into two new ratings, a disability and an instability rating, and these ratings were compared with each other, with clinical findings, and with selected Binet subtests. The instability rating was shown to be high in individuals with neurotic trends and to correlate -.51 with the Binet word list. Disability ratings were high in cases with other evidence of brain disease and correlated -.46 with digit span. Extension of this type of approach to a larger number of cases and the use of more refined statistical procedures should enable the Rorschach method to provide quotients as useful as the IQ.—E. M. L. Burchard (U. S. Naval Reserve).

2152. **Sarbin, T. R.** *The concept of role-taking.* *Sociometry*, 1943, 6, 273-285.—"Six propositions have been stated and illustrated in an attempt to describe role-taking. It is submitted that role-taking (1) depends upon prior-experience (symbolic or overt), (2) is organismic, (3) takes place with various degrees of intimacy between organism and stimulating conditions ('levels of consciousness'), (4) is variable as to quantity and quality, (5) is a complex form of conduct but can be condensed through symbolic condensation or *motif*, (6) is coordinate with the concept of the self."—G. R. Thornton (Purdue).

2153. **Saul, L. J.** *Physiological effects of emotional tension.* In *Hunt, J. McV., Personality and the behavior disorders.* New York: Ronald Press, 1944. Pp. 269-305.—Psychosomatic relations "are of central importance for an understanding of the fundamentals of personality and behavior disorders because they deal directly with the biological forces which motivate the human organism, producing thoughts and emotions, behavior and symptoms." The history and methodology of this new field are briefly reviewed, and some of the specific correlations which have been determined are described in terms of gastro-intestinal, eliminative, cardiovascular, respiratory, skin, endocrine, and genito-urinary disturbances. Bibliography.—L. J. Stone (Vassar).

2154. **Schachtel, E. G.** *On color and affect; contributions to an understanding of Rorschach's test.* II. *Psychiatry*, 1943, 6, 393-409.—The connection between color and feeling, emotion, and affect, an

item of common knowledge, is systematically used in the Rorschach test (see 15: 3479), because sensitivity to stimulation by color in perceptual organization by a subject is related to that subject's affectivity. Discussion is offered in terms of what constitutes the color experience, the affect experience, the relations between color- and affect-experience, the affective significance of single colors, negative reactions to color, and color affect and extratensiveness. The author concludes that the desirable relation of the person with the world is twofold, in that he must be receptive to impressions as a detached observer and also sensitive to persons and things, and hence responsive to them. 70-item footnote bibliography.—*M. H. Erickson* (Eloise Hospital).

2155. **Sheldon, W. H.** *Constitutional factors in personality.* In *Hunt, J. McV., Personality and the behavior disorders.* New York: Ronald Press, 1944. Pp. 526-549.—A presentation of the historical development of constitutional typologies is followed by a statement of the tridimensional distribution of Sheldon *et al.*, with its seven-point scales for endo-, meso-, and ectomorphy. Its relation to the similarly derived three-way temperament scale for viscerotonia, somatotonia and cerebrotonia is outlined. "Roughly, we find at least four general factors at work in the development of a personality: (1) the amount of the endowment; (2) the quality of the endowment; (3) the mixture of the components, or their order of predominance; and (4) the dyscrasias or incompatibilities between morphology and manifest temperament." Bibliography.—*L. J. Stone* (Vassar).

2156. **White, R. W.** *Interpretation of imaginative productions.* In *Hunt, J. McV., Personality and the behavior disorders.* New York: Ronald Press, 1944. Pp. 214-251.—Imaginative productions are ways of learning what a person knows of himself but will not reveal; what he cannot tell because of repression; and what he cannot tell because it is diffuse and inaccessible to comparison with others. Most techniques "are included under the convenient but somewhat ambiguous term, 'projective methods.'" The uses of free associations, dreams, controlled associations, the Rorschach Test, the Thematic Apperception Test, play, and artistic productions are reviewed. Bibliography.—*L. J. Stone* (Vassar).

[See also abstracts 1975, 2015, 2028, 2042, 2055, 2081, 2101, 2117, 2162, 2167, 2176, 2203, 2208, 2242, 2245, 2256, 2257, 2276, 2278, 2295, 2296, 2300, 2305, 2307, 2311, 2314, 2318, 2319, 2322, 2326, 2328, 2329, 2342.]

GENERAL SOCIAL PROCESSES

(incl. Esthetics)

2157. **Allport, G. W.** *Restoring morale in occupied territory.* *Publ. Opin. Quart.*, 1943, 7, 606-617.—Although they are not psychologists by profession, officers in military government inevitably have a psychological job to do. They must deal with a state of mind that is in some proportion a blend of bewilderment, suspicion, hatred, and hope. The author discusses problems and treatment of each of these four aspects and concludes with the basic law of morale:

the individual must feel that he is participating in his own destiny. A genuine morale cannot be restored unless the population feels that it is actively participating in fashioning its own future way of life.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

2158. **Anderson, D.** *Alcohol and public opinion.* *Relig. Educ.*, 1944, 39, 17-21.—The most prevalent conceptions regarding the alcoholic are (1) that he is a sick man and (2) that he is an individual indulging in a habit or vice for which he should be punished. The first is the scientific point of view, the second the point of view most laymen and civil authorities appear to hold. Methods of inculcating the former concept into the public attitude are discussed.—*F. A. Mote* (Connecticut).

2159. **Bender, J. F.** *How's your interviewing technique?* *Occupations*, 1944, 22, 299-301.—The five fundamental details of interviewing are: rapport, composure, good speech and hearing, and listening ability.—*G. S. Speer* (Central YMCA College).

2160. **Blair, A. P.** *Population structure in toads.* *Amer. Nat.*, 1943, 77, 563-568.—"Data on population structure in toads, chiefly *Bufo americanus*, were gathered in northeastern Oklahoma in the spring of 1941. In the area studied, *B. americanus* males greatly outnumbered females in the breeding ponds (6:1 considering all breeding aggregations where both male and female toads were present). Mixed aggregations of *B. americanus* and *B. woodhousii* occur. The average size of 15 breeding aggregations of *B. americanus* was found to be 19.3 toads (16.6 males and 2.6 females). The male chorus daily loses and gains members. Male toads which do not find mates may continue calling in the same pond or may migrate to another pond and call there."—*F. A. Beach* (American Museum of Natural History).

2161. **Boas, G.** *Human relations in military government.* *Publ. Opin. Quart.*, 1943, 7, 542-554.—As *Orstkommendant* of a small Rhineland city during the American Occupation of 1918-1919, the author saw the problems of human relations at firsthand. In this article he discusses some of these problems and incorporates comments of a present university colleague who was a boy in that city during the occupation. As a method of avoiding many of the problems he observed then, the author suggests imposing on German towns the regulations which the German Army has imposed on occupied towns.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

2162. **Bossard, J. H. S.** *Family situations and child behavior; a proposed frame of reference.* *J. educ. Sociol.*, 1944, 17, 323-337.—A frame of reference for the study of the family is organized around the terms structure, process, and cultural content. Family structure differentiates the immediate family from the kinship group and notes the persons involved. Structural relationships involve institutionalized relations, personality relations as patterns of domination and submission, stable or temporary relations, and emotional tones. Process emphasizes interaction among the members, which is important in the personality development of children. Studies in this field are (1) those centering on the sociopsychological needs and development of children and (2) those dealing with the generic process in all interpersonal relations. The cultural content of family

situations involves a description of the family cultural pattern, the harmony or conflict of values in the family, and contrasts between the expressed and the repressed aspects of the culture. Repressions, transmitted from parents to children, often press the latter into actions which compensate for what was unfulfilled in the former. The cultural conditioning of the child is affected by changes in cultural setting. The family culture bears a relationship to the national cultural pattern, the regional pattern, the local pattern, and the social class pattern.—H. A. Gibbard (Brown).

2163. Brown, W. *The psychology of modern Germany.* *Brit. J. Psychol.*, 1944, 34, 43-59.—Modern Germany underwent a psychological change after the defeat of 1918, regressing to the militarism of Prussia and the power politics of Frederick the Great and Bismarck. Nationalism was deliberately fostered and intensified in reaction to Communism and alleged international Jewry. Adolf Hitler rose to power on this wave of primitive reaction, helped by the military and the industrialists, and was rapturously accepted by the mass-mind of the nation. Mutual interaction between the leader and the led brought about a unification of the nation at a primitive level, with liberation and encouragement of a sadistic aggressiveness which horrified the civilized world. The psychology of the group mind is important here, especially as regards what Alfred Rosenberg calls the community consciousness, and Hitler the folk community. Hitler's *Mein Kampf* and Rosenberg's *Myth of the Twentieth Century* epitomize the psychology and philosophy of the Nazi movement. The hysterical and paranoid tendencies that are so manifest in Hitler have their counterpart in the reactions of the entire nation, and the postwar treatment of Germany should be adjusted to these psychopathological facts. But the deliberate cruelty of the police and the terrorism of the spy system call for condign punishment. The later stages of this war will bring stern re-education to the mass of the German nation, whatever postwar measures may also be applied.—M. D. Vernon (Cambridge, Eng.).

2164. Cantril, H. *Causes and control of riot and panic.* *Publ. Opin. Quart.*, 1943, 7, 669-679.—A discussion is presented in outline form of the bases and prevention of riots and panics.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

2165. Cantril, H., & Lambert, G. B. *Increasing public understanding of inflation.* *J. abnorm. soc. Psychol.*, 1944, 39, 112-117.—A sample poll in a New Jersey city showed only 30% of the persons to be aware of the cause of inflation. An educational prize contest published in the local newspaper was carefully read by only 10% of the population, though the percentage of understanding in that small group was doubled. An effective educational campaign would have to use other appeals to reach the rest of the population.—C. M. Harsh (Nebraska).

2166. Chapin, F. S. *The relation of sociometry to planning in an expanding social universe.* *Sociometry*, 1943, 6, 234-240.—It is proposed that sociometry be defined as the science of social measurements. Advantages of this definition are noted. To determine the contribution sociometry may make to planning, the author applies semantics to the ques-

tion: What do trial and error, planning, and prediction stand for? He concludes: "Sociometry, by promoting measurement and experimentation, may contribute to the exactness of the correspondence between social concepts and the social referents for which the concepts stand" and thus facilitate social planning and prediction.—G. R. Thornton (Purdue).

2167. Coffin, T. E. *A three-component theory of leadership.* *J. abnorm. soc. Psychol.*, 1944, 39, 63-83.—A job analysis of leadership reveals three components: planning, organizing, and persuading. Traits of good leaders fall into clusters depending upon which kind of leadership is involved, and the clusters seem related to the personality components of Spranger and Sheldon. To test this hypothesis, scores on the Allport-Vernon Study of Values and self-ratings on Sheldon's morphological components were obtained from 156 subjects. The consistent agreement of values and somatotypes suggests the usefulness of the three-component theory in selecting leaders.—C. M. Harsh (Nebraska).

2168. Collias, N. E. *Aggressive behavior among vertebrate animals.* *Physiol. Zool.*, 1944, 17, 83-123.—"Aggressive behavior plays a major role among vertebrate animals. . . . When individuals live together as a group and share a common territory, dominance relations tend to become stabilized by habit into a social order of precedence. . . . Social rank in the hierarchy is decided by fighting, bluffing, or passive submission at the initial encounter between individuals or during an early series of encounters. . . . The general advantage of groups over individuals as competing units has led to the selection of individuals in terms of social values. . . . Cooperation within the group means increased efficiency in intergroup competition. . . . Trends in social evolution are paralleled by trends in evolution of physiological adjustments. . . . The appearance of man, with a cumulative social inheritance based on tradition, removed one of the principal impediments to rapid progress in adaptive evolution and also leads to greatly increased possibilities with respect to the effectiveness, control, or elimination of excessive and harmful aggressiveness." 198 references.—C. K. Trueblood (Cambridge, Mass.).

2169. Faris, R. E. L. *Ecological factors in human behavior.* In Hunt, J. McV., *Personality and the behavior disorders.* New York: Ronald Press, 1944. Pp. 736-757.—"The coherence of the ecological order is based on relations of a symbiotic character . . . in that it arises automatically and unintentionally from the struggle for survival. Migration and mobility affect culture and behavior patterns. Behavior disorders of all kinds show important regional variations with particularly clear-cut patterns of distributions in urban areas. In each "natural area" there are typical social conditions which favor the development of specific abnormal behavior traits. Bibliography.—L. J. Stone (Vassar).

2170. Gilkinson, H. *A questionnaire study of the causes of social fears among college speech students.* *Speech Monogr.*, 1943, 10, 74-83.—Data on 168 male and 264 female students were obtained from responses to a biographical inventory designed for speech students (filled out before classroom speaking) and a "personal report on confidence" (filled out one

month later, shortly after speaking). In general, the less confident speakers had less formal training and experience in speech activities, lower preference for activities and vocations involving public speaking, and more frequently indicated a generalized low self-evaluation and anxieties toward their social relationships. It is concluded that a generalized sense of inferiority frequently causes stage fright.—W. H. Wilke (U. S. Naval Reserve).

2171. Gorer, G. *The special case of Japan.* *Publ. Opin. Quart.*, 1943, 7, 567-582.—One of the greatest problems facing future administrators of Japan is the recognition of those elements of Japanese culture and society which can be employed constructively in the rebuilding of Japan. The immediate task of the occupying powers must be to minimize the political and economic chaos which are the inevitable concomitants of defeat. In this respect it might be desirable to maintain, although with some changes, the Imperial family. The occupying forces, at least after the first period of actual military occupation, should be a relatively small group of experts who will be able to exploit and co-operate with available Japanese personnel. Individuals, families, and institutions fostering aggression must be removed or modified. The contemporary Japanese village organization is the most promising basis for democracy. The transformation of Japan by force would be a task of excessive difficulty and dubious success.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

2172. Hall, H. *Public opinion polls.* *Publ. Opin. Quart.*, 1943, 7, 736-764.—A compilation has been topically arranged of poll results released by the American, Canadian, British, and Swedish Institutes of Public Opinion, the Australian Public Opinion Polls, The National Opinion Research Center, The Office of Public Opinion Research, and *Fortune*, covering the period from September through November, 1943.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

2173. Hendry, C. E. [Ed.] *Leadership in a democracy.* *J. educ. Sociol.*, 1944, 17, 385-438.—This issue presents papers on different aspects of democratic leadership. E. C. Lindeman, *Leadership: a function of democratic experience*, employs the analogy of the foot-ball game. The authority (umpire) who sees that rules are enforced, the expert (coach) who works out means to achieve ends, and the natural leader (captain) are types of leadership utilized in a democracy. Natural or democratic leaders have a life pattern like that of the group. Three difficulties in modern democracies are the rise of unnatural leaders in pressure groups, belief in the sufficiency of collective action, and simple faith in the native talents of natural leaders. K. Lewin, *A research approach to leadership problems*, sees it a paradox that we both demand and deny leadership. Since the leader is a part of a social unit, research on leadership must reach the properties of large social units, subunits, and individuals. We must learn the group setting, the restraints, and dynamics of the group. Group life has its own dynamics. Three driving forces are: forces induced by the leader, individual motivation in a managed setting, and individual motivation as a group member. Case materials, descriptions of research and experiments, and leader-

ship practices are presented in 7 other articles.—H. A. Gibbard (Brown).

2174. Horsley, J. S. *Breeding better people for peace; human nature can be changed.* *Virginia med. Mon.*, 1944, 71, 93-95.—The present situation is that the populations of all countries are being augmented largely from the biologically lower classes, who will be utterly incapable of dealing with the problems of a true civilization after the war. A very small attempt is now being made in the United States to limit these classes through sterilization. The state having the largest number of sterilizations (1942) is California, 15,220; the next largest number, Virginia, 4,604 (1943). It is more important to have a competent psychiatrist pass on the desirability of a marriage than to have a blood test.—M. E. Morse (Baltimore, Md.).

2175. Hu, H. C. *The Chinese concepts of "face."* *Amer. Anthropol.*, 1944, 46, 45-64.—The terms *lien* and *mien-tzu* are analyzed with respect to social behavior. Though both terms mean "face," the former refers to the moral integrity of a person and hence serves as an internal determinant of conduct, while the latter contains the idea of prestige, an external quality which fluctuates with social circumstances.—L. M. Hanks, Jr. (Bennington).

2176. Klineberg, O. [Ed.] *Characteristics of the American Negro.* New York: Harper, 1944. Pp. xii + 409. \$4.00.—The volume contains critical surveys of the available literature in the fields reported, with a brief introduction and a concluding summary by the editor: Part I, *The stereotype of the American Negro*, by G. B. Johnson; Part II, *Tests of Negro intelligence*, and Part III, *Experimental studies of Negro personality*, by O. Klineberg; Part IV, *"Race" attitudes*, by E. L. Horowitz; Part V, *The hybrid and the problem of miscegenation*, by L. Wirth and H. Goldhamer; and Part VI, *Mental disease among American Negroes: a statistical analysis*, by B. Malzberg. To the extent that the authors deal with the problem, all agree that psychological differences, though they may exist, are temporary and seem relatively unimportant against the background of common characteristics. What differences there are appear to depend on existing discrepancies in the opportunities available to Negroes and to whites.—E. L. Hartley (College of the City of New York).

2177. Lafleur, L. J. *Ants and hypotheses.* *J. comp. Psychol.*, 1944, 37, 17-22.—This is the latest article in a discussion between Lafleur and Schneirla (see 16: 2354; 17: 243, 1650, 3191) concerning the former's hypothesis that fighting behavior in ant colonies "followed the pattern of human cruelty and sadism." Lafleur states that two points are in dispute: (1) the adequacy of the chemical theory to account for fighting and (2) the degree of improbability of the notion of cruelty. With regard to the first point he cites 9 instances of factual data which he believes to be inadequately explained by the chemical theory. In discussing the second point, he states his belief that the principle of parsimony must be applied with caution, both in the decision as to which of several hypotheses is the more simple, and as to which is the more adequate. He suggests that an explanation on a physiological level is not categorically more parsimonious and that there are problems

which may be most simply and adequately solved by explanation at a psychological level.—*L. I. O'Kelly* (U. S. Army).

2178. Leighton, A. H., & others. *Assessing public opinion in a dislocated community.* *Publ. Opin. Quart.*, 1943, 7, 652-668.—The authors describe the work of The Sociological Research Project on the use of polling as an aid in administering a dislocated community. The Colorado River War Relocation Center for Japanese evacuees is the setting of the project. Techniques and experiences are described, and recommendations for occupied areas are made.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

2179. Lewin, K. *The special case of Germany.* *Publ. Opin. Quart.*, 1943, 7, 555-566.—In order to establish a peaceful Germany, a complete cultural change that results in a specifically "democratic German" cultural atmosphere must take place. The quickest way to achieve this is by a change in methods of leadership and by a change in the role of the leaders and the followers. This involves breaking the domination of the Gestapo and the Junkers, and here a revolution in Germany would be a positive rather than a negative factor. It further involves education of new leaders in every walk of life. In this respect it is possible that the re-education of a group of selected young Nazi leaders in fundamental social areas would be more successful than attempts to re-educate older generations. Education of children, although very important for long-range planning, is in the beginning less important than a change in leadership.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

2180. Liber, B. *Population and the war.* *Med. Rec., N. Y.*, 1944, 157, 95-97.—A general, brief discussion is offered of the disturbance of marital relations and procreative activity attendant upon war and the dangers of artificial insemination to unstable personalities.—*M. H. Erickson* (Eloise Hospital).

2181. Link, H. C. *The ninth nation-wide social experimental survey.* *J. appl. Psychol.*, 1944, 28, 1-15.—In this article are presented the results of a survey of opinions by personal interviews during October, 1943, with two samples (each of 2,500) of urban dwellers, 1,000 rural persons, and 1,000 college students. Some data on the sources of the samples are given. Responses are tabulated for the various samples to questions dealing with the following topics: free enterprise or government control; socialism, etc.; Congress vs. bureaucracy; cost of living; subsidies; tax methods; influence of religion; issues in the 1944 presidential campaign; federal vs. state government; union membership and threats to freedom; and postwar expectations. In some instances the results are compared with similar results for earlier years. The vote on some issues is broken down into votes by each of four socioeconomic groups within the urban samples.—*G. R. Thornton* (Purdue).

2182. Lippitt, R. *The psychodrama in leadership training.* *Sociometry*, 1943, 6, 286-292.—The most efficient method of providing leadership training appears "to be at-the-elbow training in the real life leadership situation." Practical limitations to the use of this kind of training, however, make a substitute method of training desirable. Such a substitute method is found by utilizing the role-playing or psy-

chodramatic situation, in which actual experimentation in desired ways of behaving is provided and intensive guidance and encouragement are possible. Brief illustrations of the application of the psychodramatic approach are presented for three leadership situations: an actual real life leadership problem; a leadership problem chosen as typical; and a situation set up to include the sorts of behavior or persons found especially irritating to a leader.—*G. R. Thornton* (Purdue).

2183. Luchins, A. S. *On agreement with another's judgments.* *J. abnorm. soc. Psychol.*, 1944, 39, 97-111.—Children were to select the shorter of two lines on each of five cards of decreasing difficulty, after observing the prearranged judgments of another child (A), who was either all correct or all incorrect. When the discrimination was easy, imitation was apparently not involved, but for more difficult discriminations it was possible to increase or decrease the amount of agreement with A by 'weighting' the situation. Different reasons for agreement with A were revealed.—*C. M. Harsh* (Nebraska).

2184. Massinger, C. *The gremlin myth.* *J. educ. Sociol.*, 1944, 17, 359-367.—The gremlin myth is treated as a personally created illusion emerging from the experiences of air crews. Pilots have a rapid succession of new experiences in flight. The habit of rapid association leads to nonrational explanations of these, and abnormal agents are imagined. Hallucination may be a factor in the myth. Conditions of flying lead to organic and subsequent nervous changes. The usual cortical channels become blocked under a flood of new impressions. One thesis is that delusions result from such bodily disorders. Fear may be a contributory factor, for in danger man "invents his own essential postulates." The myth may result from temporary neurosis. Neuroses constitute varieties of social adjustment. The gremlin myth may help the flier adjust to his air experiences.—*H. A. Gibbard* (Brown).

2185. Mitchell, C. F. *A psychiatric program for the civilian public service camps.* *News-Lett. Amer. Ass. psychiat. Soc. Wkrs.*, 1943, 12, 105-108.—Out of about 6,000 conscientious objectors to military service, approximately 1,700 are distributed among 12 basic camps administered by the American Friends Service Committee. These are psychiatrically served by one travelling psychiatric social worker, who interviews, counsels, and refers to local civilian psychiatrists those in need of psychiatric service. Nearly 40% of medical discharges are on psychiatric grounds.—*A. B. Hunter* (Brown).

2186. Moreno, J. L. *Sociometry and the cultural order.* *Sociometry*, 1943, 6, 299-344.—After briefly indicating the relation of his work on sociometry to his earlier writings and defending sociometry against the charge of being a cult, Moreno defines the domain of sociometry as a special field of science which studies the patterns of attractions and repulsions between actual individuals in actual situations. He states that "the human group has a characteristic inner organization which cannot be investigated to advantage unless all inter-individual factors are kept in and all non-individual factors are kept out." Eight hypotheses arrived at by sociometry are pre-

sented. Several points of distinction between sociometric and non-sociometric methodology are discussed. Sociometric method is discussed at some length under the following headings: historical background, terms and definitions, tests and procedures, and sociometry as a system. Psychodrama in sociometry, objectifying the social investigator, and sociometry and group psychotherapy are among other topics discussed. In a final section Moreno states: "The sum total of all methods, procedures and tests of sociometry has a supreme aim, to explore, test and measure the present cultural order."—G. R. Thornton (Purdue).

2187. Moreno, J. L. *Sociometry and the cultural order. Sociometry Monogr.*, 1943, No. 2, 299-344.—See 18: 2186.—G. R. Thornton (Purdue).

2188. Myrdal, A. *Nation and family: the Swedish experiment in democratic family and population policy.* New York: Harper, 1941. Pp. xv + 441. \$4.00.

2189. Myrdal, G., & others. *An American dilemma; the Negro problem and modern democracy.* 2 vols. New York: Harper, 1944. Pp. 1550. \$7.50.—This study was made under the sponsorship of the Carnegie Corporation and presents all phases of the problem of the Negro's relation to American life.—(Courtesy *Publishers' Weekly*).

2190. Newman, P. H. *The prisoner-of-war mentality; its effect after repatriation.* *Brit. med. J.*, 1944, 1, 8-10.—There are four significant phases in the prisoner-of-war attitude. The breaking-in period, during which there is forced adaptation to a lower plane of existence, is the most unpleasant. The convalescent period is marked by a recovery of morale, and the prisoner gathers personal and pleasurable things around him. The long period of boredom follows, in which the prisoner's actions are insignificant, his work is unnecessary to others, and nothing he does can help his friends and family. Prisoners adapting most successfully during this period are those who engage in work which will be of value to them later, or in welfare work among their fellow prisoners, or in escape and sabotage. The final stage is that of repatriation. Although many former prisoners will show abnormal symptoms, these will pass off within 6 months to a year. Special methods for aiding former prisoners with more serious symptoms are suggested.—E. T. Verville (Wisconsin).

2191. Odum, H. W. *Race and rumors of race; challenge to American crisis.* Chapel Hill: University of North Carolina Press, 1943. Pp. x + 245. \$2.00.—The purpose of this work is "to try to present a vivid picture of the southern scene [of the war tension years of the early 1940's] as it was primarily reflected through a catalogue and analysis of race rumors and tensions [in the year July, 1942, to July, 1943]; with an analysis of the general historical and evolutionary background, with special reference to the war situation, to the total national picture, and to the future development of a great region of the Nation in the midst of such titanic conflict as to test the enduring quality of American institutions." The book is presented in four parts, the first of which analyzes the national and regional, the white and Negro perspectives. Part 2, the largest section, is devoted to a review and analysis of race and rumors

of race. Part 3 presents some of the constructive measures taken and offers suggestions for future guidance. Part 4, a single chapter, lists the co-operating contributors to the rumor collection and presents a selected bibliography of recent books "interpreting both the present situation and the new Negro."—E. L. Hartley (College of the City of New York).

2192. Pepinsky, A. *The growing appreciation of music and its effect upon the choice of music in industry.* *J. acoust. Soc. Amer.*, 1944, 15, 176-179.—Individual reactions to music need to be considered in the use of music in industry and other situations.—E. G. Wever (Princeton).

2193. Riker, B. L. *A comparison of methods used in attitude research.* *J. abnorm. soc. Psychol.*, 1944, 39, 24-42.—In a single test period 218 undergraduate subjects indicated their attitudes on 6 social issues, using scales of 3 types—Thurstone scales, graphic self-rating of agreement with a statement, and self-rating of strength of feeling about an issue. The self-ratings showed greater variance than Thurstone scores, which are means of several scale values. When 62 subjects rated 14 Thurstone-scale statements on the graphic and affective scales, the average scale values were close to those published for the Thurstone scales. The author considers this as evidence of internal similarity between the 3 scales. From retest reliabilities and correlations between the 3 types of scale, it is concluded that self-ratings can be used in place of the more time-consuming Thurstone scales without serious displacement of attitude scores.—C. M. Harsh (Nebraska).

2194. Rulon, P. J. *The effect of phonographic recordings upon attitudes.* *Harv. educ. Rev.*, 1944, 14, 20-37.—See *Educ. Abstr.* 9: 512.

2195. Scott, J. P. *An experimental test of the theory that social behavior determines social organization.* *Science*, 1944, 99, 42-43.—A multiple escape pen apparatus was used in this experiment, and mice of nearly identical heredity were employed as subjects. Preliminary study indicated that the males could be trained either to fight or not to fight. It was anticipated that if two fighting males were placed together in the pen they would develop some sort of social control or dominance based on fighting and that this organization would not be found between peaceful mice. Experimental results confirmed this expectation.—F. A. Mote (Connecticut).

2196. Weitzman, E. *A study of social maturity in persons sixteen through twenty-four years of age.* *J. genet. Psychol.*, 1944, 64, 37-66.—517 college students, 66 employed men, 86 employed women, 18 unemployed men, 83 unemployed women, and 129 Civilian Conservation Corps enrollees filled out a questionnaire asking for certain personal data and reports of social behavior and attitudes. Age groups 19-20 and 21-24 years were compared and items weighted on the basis of differences between the averages of the groups, the assumption being made that differences between the age groups reflect increasing social maturity. Certain items showing no change from level to level were dropped. In order of indicated social maturity, the groups studied ranked as follows: (1) employed, (2) college, (3) C C C, and (4) unemployed.—R. B. Ammons (San Diego).

2197. Wellek, A. *Tonpsychologie und Typologie; Auseinandersetzung mit Wilhelm Wirth.* (Tone psychology and typology; discussion with Wilhelm Wirth.) *Arch. ges. Psychol.*, 1942-1943, 111, 117-164.—The author answers criticisms made by Wilhelm Wirth of his two books, *Das absolut Gehör und seine Typen*, and *Typologie der Musikbegabung im deutschen Volke; Grundlegung einer psychologischen Theorie der Musik und Musikgeschichte*, 1939. Wirth's criticisms appeared in an article entitled *Psychologische Analysen des musikalischen Gehöres und seiner Typen; zur Kritik einer Komponentenzergliederung der Tonhöhe und ihrer typologischen Auswirkung.* *Op. cit.*, 1940-41, 109.—C. L. Golightly (Washington, D. C.).

2198. Whyte, W. F. *Street corner society; the social structure of an Italian slum.* Chicago: University of Chicago Press, 1943. Pp. xxii + 284. \$3.00.

2199. Williamson, C. *A keyboard instrument in just intonation.* *J. acoust. Soc. Amer.*, 1944, 15, 173-175.—Further details and a report of tests are given on an electrically actuated organ designed with a sufficient number of pipes to permit the selection of major and minor keys in just or tempered intonation. (See *op. cit.*, 1939, 11, 216-218.)—E. G. Wever (Princeton).

2200. Wirth, W. *Erwiderung auf Welleks Verteidigung gegen meine Kritik seiner Musiktypologie des deutschen Volkes.* (Reply to Wellek's defense against my criticism of his music typology of the German people.) *Arch. ges. Psychol.*, 1942-1943, 111, 165-215.—The author replies in detail to an article by A. Wellek (see 18: 2197). Wirth reiterates and extends the position taken in an earlier article which provoked the present discussion, *Psychologische Analysen des musikalischen Gehöres und seiner Typen; zur Kritik einer Komponentenzergliederung der Tonhöhe und ihrer typologischen Auswirkung.* *Op. cit.*, 1940-41, 109.—C. L. Golightly (Washington, D. C.).

2201. Ziemer, G. *Rehabilitating Fascist youth.* *Publ. Opin. Quart.*, 1943, 7, 583-591.—The author sketches the dimensions of the problem and suggests ways in which measures of rehabilitation can be undertaken. The youth of Germany must be shown that the democracies have a definite decent program and full intention of carrying it out with fairness and determination. German teachers, friendly to America, must be found in Germany and in American prison camps. They should work under allied supervisors and with text books printed under supervision. The Nazi ideological schools must be eradicated.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

[See also abstracts 1956, 1959, 1995, 2001, 2003, 2040, 2047, 2049, 2083, 2098, 2102, 2108, 2126, 2129, 2144, 2147, 2202, 2205, 2218, 2231, 2232, 2240, 2247, 2254, 2262, 2275, 2297, 2301, 2302, 2312, 2313, 2324, 2332, 2333, 2337, 2338.]

CRIME AND DELINQUENCY

2202. Bathurst, M. E. *Juvenile delinquency in Britain during the war.* *J. crim. Law Criminol.*, 1944, 34, 291-302.—Though delinquency rates increased until 1941, they have since tended to de-

crease. The increase is attributed to blackouts, dislocation of home life, wartime restlessness, disruption of schools, employment of minors, and overtaxing of remedial institutions. The counter efforts include organized activities for youths, a law raising the age for leaving school, special school programs to enhance the feeling of participation in the war, better handling of evacuation services, reconstruction of devastated areas, more adequate supervision of young industrial workers, and improved treatment for delinquents.—L. M. Hanks, Jr. (Bennington).

2203. Lowrey, L. G. *Delinquent and criminal personalities.* In Hunt, J. McV., *Personality and the behavior disorders.* New York: Ronald Press, 1944. Pp. 794-821.—The author believes that "despite extensive research and many ingenious efforts to delimit them, there are no such entities as 'delinquent' or 'criminal' personalities." Theories of criminal personality and the evidence for them are described and the influences of mental disorders on the causation of crime are evaluated. The final section considers personality types and characteristics among delinquent individuals. Bibliography.—L. J. Stone (Vassar).

2204. Martinez, E. M. *Biopsicología criminal.* (Criminal biopsychology.) *Sem. méd. esp.*, 1943, 6, 65 ff.

2205. Reymert, M. L. *Juvenile delinquency in a democracy.* *Moose Mag.*, 1944, March.—The problem of juvenile delinquency is a problem of adult delinquency, neglect, and lack of care. It is as important to adjust society for the child as it is to adjust the child to society.—G. S. Speer (Central YMCA College).

2206. Robinson, L. N. *Jails: care and treatment of misdemeanor prisoners in the United States.* Philadelphia: Winston, 1944. Pp. vii + 296. \$3.00.—Jails, which serve in this country to hold people before trial and to execute sentence, lag behind approved penological standards. Conditions are surveyed in representative jails, houses of correction, work houses, county penitentiaries, road camps, prison farms, remodeled jails, state institutions for male misdemeanants, special institutions for women misdemeanants, private agencies aiding discharged prisoners, and federal handling of misdemeanants. The author concludes that jails should be used only to hold people for trial, while the execution of the sentence should be carried out by state-managed work houses, road camps, and prison farms where high standards of health, work, segregation of prisoners, and religious, educational, and recreational facilities could be had. In addition jail populations should be reduced by broader use of probation, installment paying of fines, and abolition of the fee system of compensating sheriffs.—L. M. Hanks, Jr. (Bennington).

2207. Suarez Penalver, G. *De las circunstancias que agravan la responsabilidad criminal (los motivos fútiles).* (Circumstances that complicate criminal responsibility; trivial motives.) *Policia secr. nac., Habana*, 1942-43, 12, 316-318.—The author discusses the attitude of Cuban law and courts toward the interpretation of criminal responsibility when the motives for major crimes are trifling or illogical. It

is not believed that a mentally sound individual will commit a serious crime without some motive and realization of his moral responsibility; when the motive is trivial, the offender is deemed to be mentally deranged. However, the insane or feeble-minded criminal is dangerous, although he is not morally responsible before the law. Society must act not only to protect itself from such offenders but must also devise means to prevent their occurrence.—*C. L. Golightly* (Washington, D. C.).

2208. **Uribe Cuallo, G.** *Importancia del estudio de la personalidad del delincuente.* (Importance of the study of the personality of the delinquent.) *Criminalia, Méx.*, 1944, 10, 289-309.—The Colombian penal code lends itself to the institution of modern psychological and psychiatric procedures of appraisal of delinquents. The nature and merits of psychosomatic classifications, psychoanalysis, tests, etc. for this purpose are discussed in detail. Official cognizance should be taken of the possibilities, and appropriate training of law students in the necessary disciplines is in fact being provided for.—*H. D. Spoerl* (American International College).

2209. **Wright, C.** *The qualitative performance of delinquent boys on the Porteus Maze Test.* *J. consult. Psychol.*, 1944, 8, 24-26.—The Porteus Maze Test was scored in terms of qualitative errors for a group of 54 delinquent California boys. The results are almost identical with those secured for a comparable group of delinquent boys in Hawaii. The differences between normal and delinquent boys found by Porteus in his study are apparently indicative of some more general factor than the peculiar conditions of life in the Territory of Hawaii.—*S. G. Dulsky* (Rochester, N. Y.).

2210. **Zucker, H. J.** *Affectional identification and delinquency.* *Arch. Psychol., N. Y.*, 1943, No. 286. Pp. 60.—The research begins with the hypothesis that affectual identification with the parent is deficient or lacking in the delinquent child. A delinquent group and a nondelinquent group of 25 boys each, from two different public schools in Manhattan, were studied. The two groups were fairly equivalent in age (about 11-16 years), socioeconomic background, and test intelligence; all were white. Story-completion data were collected, as well as answers to a questionnaire. The latter, by simple but indirect means, attempted to get at the child's understanding of parental attitudes, his wishes and desires, etc. A sample of the major findings indicates the following: in the comparison of delinquents and nondelinquents, the former tend to (1) show less affectional attachment to their parents; (2) exhibit less regard for the welfare of their parents; (3) have fathers and mothers with more disturbing reactions to child problems; (4) fail more often to introject traits they thought their parents valued; (5) retaliate against parents more often by engaging in disapproved behavior; (6) express more wishes; (7) obey parents less often; and (8) show more of a need for close association with parents. Various correlational analyses of the findings are presented.—*C. E. Buxton* (Iowa).

[See also abstracts 2236, 2293, 2299.]

INDUSTRIAL AND PERSONNEL PROBLEMS

2211. **Baetjer, A. M.** *Light, temperature, humidity effects in the working environment.* *Industr. Med.*, 1944, 13, 111-112.—The optimum condition of temperature for light sedentary work is between 68°-73° F.; for summer, 75°-80° F.; for moderately hard work, 65° F., and for strenuous work, 60° F. Humidity is of little significance at temperatures between 65°-75° F., but is of great importance when the air temperature is high, as the evaporation of body sweat depends largely on the humidity of the air. The author also discusses the detrimental effects of the exposure of industrial workers to excessive ultraviolet, infrared, and very intense visible radiation when adequate protective equipment is lacking.—*J. E. Zerga* (Avion, Inc.).

2212. **Baker, H.** *Employee counseling.* *Person. J.*, 1944, 22, 354-362.—Because of rapid expansion and the many personal problems due to wartime conditions, more counseling has often been needed than could be given by the line supervisors or regular personnel workers. Special counseling services have frequently been set up in industry. About half of these were for women workers only. An analysis of some 60 of the counseling programs has been made by the Industrial Relations Section of Princeton University. Although many criticisms were offered of the various systems, companies were almost unanimous in planning to continue or expand them, and there is some reason to believe that they may be continued at least during the readjustment period after the war.—*M. B. Mitchell* (U. S. Naval Reserve).

2213. **Baruch, D. W.** *Why they terminate.* *J. consult. Psychol.*, 1944, 8, 35-46.—The problems of labor turnover and absenteeism are analyzed. Prominent causes are fatigue and resentment; they drain energy, reduce efficiency, augment conflict, debilitate health and morale. Status and mutual understanding produce the opposite effects. A table, Causes of and Suggested Antidotes for Absenteeism and Termination, concludes the article.—*S. G. Dulsky* (Rochester, N. Y.).

2214. **Bauman, B. G.** *Reconditioning the color-blind.* *Midw. optom. J.*, 1943, 9, 24.—The author finds that color-blind individuals can be enabled to pass the Army, Navy, and Marine Corps test when the following program is pursued for about one hour daily for one month: rotations, fixations and accommodative rock; flash technique, with the patient looking through a red filter at a bright flashing light for 10 min. and observing the afterimages and then through a green filter again observing the afterimages; and study of the test charts.—*M. R. Stoll* (American Optical Co.).

2215. **Beckett, W.** *Music in war plants.* Washington, D. C.: War Production Board, 1943. Pp. 60.—This study is based largely on 75 war plants having public address systems and ranging from Vermont to California. A questionnaire of 50 items was used informally on 3 or 4 production officials in each plant. Some contact was made directly with workers, foremen, and others. When the votes of each factory were taken as a unit, 87% indicated that music improves morale. Only 57% indicated that music also improves production. Approximately one third of

the plants had no music during work hours, and a somewhat larger number had none at the time of the shift changes. But almost 90% of the plants had lunch programs. The modal amount of music was one hour per shift. Strauss waltzes were found to be first in popularity, with hot swing and jitterbug unwanted by management and desired only rarely by the worker. A few rather slight sex differences in taste were found.—P. R. Farnsworth (Stanford).

2216. Burk, S. L. H. The personnel profession—its present and future status. *Person. Serv. Amer. Mgmt. Ass.*, 1943, No. 74, 40-47.—After identifying personnel and industrial relations functions and enumerating the common activities of an industrial relations department, the author lists the personnel manager's duties as follows: (a) to determine the needs and provide for the satisfaction of employees, (b) to perform those operations that can best be centralized, (c) to provide facilitative services for operations that can best be performed by the line operating organization, (d) to sell, urge, persuade and perhaps even coerce all levels of management to accept and practice sound industrial relations policies and techniques, and (e) to maintain controls and checks to be sure that the company policies and statutory requirements are being enforced, but to see that the enforcement is carried out by the line organization, not by the personnel department.—H. Moore (Stevenson & Kellogg, Toronto).

2217. Cohen, R. R. Factors in adjustment to army life: a plan for preventive psychiatry by mass psychotherapy. *War Med.*, Chicago, 1944, 5, 83-91.—Cohen gives a series of four simple, direct explanatory talks, illustrated by diagrams, to each group of men on the first days of their basic training. The subjects are: normal civilian resentments (homesickness), regimentation, fear, and general conclusions. The talks are reproduced verbatim. Stressed throughout are the Army's genuine interest in the men, constructive ways of meeting difficulties, and the importance of talking over anxieties instead of brooding over them.—M. E. Morse (Baltimore, Md.).

2218. Court, A. T. Industrial absenteeism. *Wis. med. J.*, 1943, 42, 313-318.—The relation of sickness, length of work week, holidays, and sex to absenteeism is discussed. Suggested methods of dealing with unnecessary personal absences are the penalty lay-off, a visit from the personnel officer, a lengthy questionnaire to be completed after return to work, and reporting the employee to his draft board. Incentive methods for good attendance suggested are public records, posters, recognition pins, bonuses and wage incentives, and naming products after the employee with good attendance.—E. T. Verville (Wisconsin).

2219. Cunningham, E. A. Psychological aspects in the treatment of industrial injuries. *Industr. Med.*, 1944, 13, 119-120.—The control of such psychological factors as fear, worry, illness, fatigue, boredom, anger, irritability, bravado, and perverseness will prevent many accidents and save many lives. Lack of physical co-ordination and inattention are the two basic causes of accidents. The industrial physician must be ready to recognize personality disorders in patients as well as organic disorders. He and his staff must give every consideration to the employee

and attempt to win his confidence.—J. E. Zerga (Avion, Inc.).

2220. Dresser, J. D. Slide films in the Navy training program. *Calif. J. second. Educ.*, 1944, 19, 31-34.—See *Educ. Abstr.* 9: 476.

2221. Fox, J. B., & Scott, J. F. Management causes absenteeism. *Person. J.*, 1944, 22, 326-329.—A study was made of absenteeism in three metal-working companies. Two of the companies had considered the causes as external to the company and had done nothing about them. The third company had a system of training foremen as personnel experts to help the men with both technical and personal problems. They also made communication between workers and top management easy. Workers were paid according to the total amount of metal poured during all three shifts, not just what they poured themselves; so they kept the furnaces charged. Only a relatively few workers caused most of the absenteeism. In making statistical studies, an absence of several days was considered just one absence to avoid giving overweight to necessary absences due to illness.—M. B. Mitchell (U. S. Naval Reserve).

2222. Fredenburgh, F. A. The Gordian knot of vocational guidance. *J. appl. Psychol.*, 1944, 28, 53-66.—We should anticipate in the postwar era a period of sweeping occupational readjustment. Intelligent vocational counseling requires a comprehensive, systematized, and verified body of occupational information. The job-analysis aspect of counseling has lagged behind the man-analysis aspect. Job studies by management and by public agencies for purposes of selection have developed techniques that can be applied to the collection of occupational information for use in guidance. The information should be gathered for "families" of occupations, classified functionally, especially for occupations which are likely to be entered by young people. A functional classification of fields of work is presented. The need for scientifically formulated and reliable occupational information, formulated from the guidance point of view, to supplement this classification is urged. "In so far as they go, the United States Employment Service job descriptions have done an excellent pioneer job in this direction."—G. R. Thornton (Purdue).

2223. Guest, L. A study of brand loyalty. *J. appl. Psychol.*, 1944, 28, 16-27.—Approximately 85 children in each grade of school from the third through the eleventh took a brand awareness test followed by a brand preference questionnaire. The questionnaire is described, and the reliability, obtained by retest after three days with 58 subjects, is reported to be high. Results were tabulated only for those instances in which stated preference was based on familiarity with the brand name. Preferences were obtained for 80 brand names in 16 product categories. Percentage preferences are presented in tabular form for each brand and for no preference for each age level from 8 through 18. On the basis of these results the author has determined, according to stated criteria, the presence of brand loyalty or no loyalty for each brand and for each product category. The author concludes: "Only in the case of a few products does general brand loyalty exist for all brands of a product. . . . When loyalty is con-

sidered in relation to specific brands, a fairly high degree of loyalty exists."—G. R. Thornton (Purdue).

2224. Hearnshaw, L. S. **Industrial relations in a New Zealand factory.** *Occup. Psych., Lond.*, 1944, 18, 1-12.—This paper describes the operation of a works committee in dealing with labor problems and grievances. The success of the committee seems to be due to the spirit of co-operation which extends to the daily routine of business.—G. S. Speer (Central YMCA College).

2225. Henderson, M. T., & Moore, C. H. **Qualifying at a "STAR" unit.** *Occupations*, 1944, 22, 296-299.—This report indicates that STAR (Specialized Training and Reassignment) procedures "require a careful analysis of the qualifications of each individual in relation to the curricula available. The data for this analysis are the data of educational guidance: educational history, occupational background, personal information, likes and dislikes, aptitude and achievement test results, and personal interview data."—G. S. Speer (Central YMCA College).

2226. Hoslett, S. **Placement aids in army.** *Person. J.*, 1944, 22, 370-376.—The Kansas City Quartermaster Depot uses an unhurried placement interview, a 6-day employee orientation course, follow-up interviews after 30 days, and an intradepot transfer policy. These make for better use of employees' skills and more job satisfaction.—M. B. Mitchell (U. S. Naval Reserve).

2227. Hunt, W. A., & Older, H. J. **Psychometric scatter pattern as a diagnostic aid.** *J. abnorm. soc. Psychol.*, 1944, 39, 118-123.—The 10-minute individual intelligence test for naval recruits at Newport consists of 4 subparts which may reveal scatter of mental-age scores. Of the subjects showing appreciable scatter, 27% were later discharged for psychiatric reasons. Thus scatter may be indicative of psychopathy, but it is not dependably diagnostic. Factors of culture, training, and special proficiency may also produce scatter. Certain scatter patterns may reveal specific abnormalities; e.g., psychopathic personalities score significantly lower on verbal tests (requiring rapport) than on written tests.—C. M. Harsh (Nebraska).

2228. Hunter, O. B. **Intoxication tests for drinking drivers and pedestrians.** *Trans. Amer. ther. Soc.*, 1943, 41, 27-30.—Hunter gives a general review of the relation of alcohol to traffic accidents. The percentage of drivers and pedestrians reported as drinking has increased in recent years; one out of every 5 fatal accidents has some connection with alcohol, and pedestrians are the worst offenders. The degree of intoxication can be determined within reliable variations by chemical analysis of the body fluids. The choice of material and methods of examination are discussed, together with some medico-legal points.—M. E. Morse (Baltimore, Md.).

2229. Hutt, R. B. W. [Ed.]. **Training in industry: a bibliography.** Simsbury, Conn.: Industrial Relations Department, Ensign-Bickford Co., 1943. Pp. 22. \$0.75.

2230. Hutter, H. J., & Dieter, E. J. **Vitamin A deficiencies in army drivers.** *Milit. Surg.*, 1943, 93, 31-33.—Many men fail to qualify as drivers of army vehicles because of inability to pass the night glare

test. The majority of failures are due to vitamin A deficiency, as was shown by giving the men who failed 50,000 units per day for 21 days. On the 22nd day all passed the test. Thirty days later, however, without A, some failed again, but they recovered after a short course of treatment. Drivers should be tested and retested for night blindness, and maintenance doses of vitamin A should be given to those who go out considerably at night. Because a driver passes once is no guarantee that he will always pass the night glare test.—M. E. Morse (Baltimore, Md.).

2231. Kerr, W. A. **The tear ballot for industry, general opinions.** Metropolis, Ill.: Industrial Opinion Institute, 1944. (Manual, 1944.) 100 copies, \$4.00; specimen set, \$1.00.

2232. Kerr, W. A., & Woodhouse, B. M. **Some preliminary data on regional music preferences.** *Industr. Music News, RCA*, 1944, 1, No. 4, 4-5.—Data gathered up to October, 1943, on over 5,000 nonoffice workers from 40 plants disclosed music preferences which may have industrial significance. Hit parade, patriotic, march, and waltz music rank high while classical, Negro spiritual, square dance, and humor-novelty types rank low. Regional differences appeared, particularly between the South and the other areas. Rhos between regions, as figured by the abstracter, ranged from .80 to .96.—P. R. Farnsworth (Stanford).

2233. Kinsey, V. E., Cogan, D. G., & Drinker, P. **Measuring eye flash from arc welding.** *J. Amer. med. Ass.*, 1943, 123, 403-404.—A light meter calibrated in foot candles was found to give an adequate, though arbitrary, measure of the dosage of radiation from electric welding arcs which produce ocular injury. The exposure to such arcs necessary to produce minimal ocular symptoms in rabbits, dogs, and humans has been measured. A minimum standard of safety for men in the neighborhood of electric welding arcs has been recommended as one tenth that of the duration and intensity required to produce minimal ocular effects.—E. T. Verville (Wisconsin).

2234. Kirkpatrick, F. H. **The development of personnel research in industry.** *Occupations*, 1944, 22, 302-304.—Eight major areas of personnel research that may be studied co-operatively are: forms and job titles, training methods, job evaluations, accident proneness, selection and placement techniques, channels and techniques for co-operative relationships, worker's interests, and motivation and work satisfaction.—G. S. Speer (Central YMCA College).

2235. Kirkpatrick, F. H. **Selection of salesmen.** *Person. J.*, 1944, 22, 348-352.—Standardized personal history blanks, personality tests, interest tests, and interviews have been found to be the best tools for selecting salesmen. The greatest difficulties have been encountered in measuring personality and in the lack of standardization of work required of salesmen.—M. B. Mitchell (U. S. Naval Reserve).

2236. Long, H. L. **Problem boy in military service; many delinquents serve with honor.** *Welf. Bull. Ill. St. Dep. publ. Welf.*, 1944, 35, No. 1, 5.

2237. McCain, J. A., & Schneider, G. **Classification of enlisted personnel by the U. S. Navy.** *Occupations*, 1944, 22, 293-296.—G. S. Speer (Central YMCA College).

2238. McQuitty, L. L. Developing military psychologists. *J. appl. Psychol.*, 1944, 28, 72-78.—Herein are presented suggestions to soldiers recently trained as personnel technicians through the Army Specialized Training Program, with special attention to the army setting in which the trainee must work. The author summarizes his suggestions as follows: "The paper outlines principles which should assist personnel technicians to adapt their specialized knowledge in the performance of army assignments. It is based on the thesis that trained personnel technicians have so much to offer that their best salesmanship is usually to make their techniques, methods, and procedures available, unobtrusively. The result . . . will usually be that . . . demonstrated achievements will be so valuable that the program . . . will rapidly expand."—G. R. Thornton (Purdue).

2239. Ohm, J. H., & Jensen, J. P. H. Visual training report. *J. Amer. optom. Ass.*, 1943, 14, 254-256.—Of 69 men visually reconditioned, 46 who had been rejected previously were then accepted in the armed services. Three had muscle imbalance corrected. For the other 66 the following data are given: name, refraction, percentage of normal vision before training, percentage of normal vision after training, and gain in percentage.—M. R. Stoll (American Optical Co.).

2240. Rowntree, L. G., McGill, K. H., & Edwards, T. I. Causes of rejection and the incidence of defects among 18- and 19-year-old selective service registrants. *J. Amer. med. Ass.*, 1943, 123, 181-185.—Of white youths, 23.8% were rejected as compared to 45.5% rejections of Negroes. Among white youths, skilled workers and foremen had the lowest rejection rate, with 19.9 rejections per hundred examined. Farmer with 36.4 and emergency workers with 37.2 rejections per hundred had the highest rates. Among Negroes, lowest rejection rate was for the proprietors, sales, and clerical workers with 26.9 rejections per hundred and for the students, with 31.6; farmers had the highest rate with 58.0 rejections per hundred. The 10 leading causes for rejection of white youths were, in decreasing order of importance: eye defects, mental disease, musculoskeletal defects, cardiovascular defects, ear defects, hernia, neurologic disorders, educational deficiency, underweight, and mental deficiency. For Negroes, the 10 chief causes for rejection were: educational deficiency, syphilis, cardiovascular defects, mental disease, musculoskeletal defects, hernia, eye defects, neurological disorders, mental deficiency, and tuberculosis.—E. T. Verville (Wisconsin).

2241. Sabine, P. E. The problem of industrial noise. *Amer. J. publ. Hlth*, 1944, 34, 265-270.

2242. Stearns, A. W. Unfit personalities in the military services. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 822-832.—The history of the concept of psychopathic inferiority is touched upon and a variety of illustrative military cases is described. "In studying large groups of incompetent people the writer has for many years used the gross subdivision of the sick, the poor and the bad." Bibliography.—L. J. Stone (Vassar).

2243. Swift, I. P. La preparación física y moral del combatiente. (Physical and moral training of the soldier.) *Rev. milit., Perú*, 1943, 40, 12-23.

2244. Vishnevsky, H. A., & Flekkel, A. B. [A study on the recognition of colored signals by persons with defective color vision.] *Vestn. Oftal.*, 1943, 23, No. 1, 16.—[Abstracted review; original not seen.] Eight to 9% of aviation applicants have been found to have defective color vision. Tests with actual aviation signals and flares were designed in which it was demonstrated that even normal trichromats have difficulty distinguishing red and yellow flares. Individuals known to have defective color vision made a larger percentage of errors.—D. J. Shaad (Kansas City, Kans.).

2245. Wishart, J. H., & Lobb, L. G. Personality problems in the first aid unit. *Industr. Med.*, 1944, 13, 243-245.—The successful detection and the amelioration of the ever-increasing number of psychogenic complaints depend upon an adequate psychosomatic orientation and psychotherapeutic technique on the part of the plant physician.—J. E. Zerga (Avion, Inc.).

[See also abstracts 1989, 2026, 2072, 2109, 2111, 2120, 2139, 2161, 2192, 2196, 2272, 2279, 2309.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

2246. Artley, A. S. A study of certain relationships existing between general reading comprehension and reading comprehension in a specific subject-matter area. *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 258-264.—Abstract.

2247. Burt, C. An inquiry into public opinion regarding educational reforms. II: Organization and control of the educational system. *Occup. Psych., Lond.*, 1944, 18, 13-23.—This paper continues the discussion of results obtained from a 200-item questionnaire administered to the general public and to a group of educational experts (see 18: 1861).—G. S. Speer (Central YMCA College).

2248. Carter, J. W., Jr. The Wichita Guidance Center. *J. consult. Psychol.*, 1944, 8, 27-30.—A report is given on the history, organization, function, and procedures of the Center.—S. G. Dulsky (Rochester, N. Y.).

2249. Coblenz, I. Prognosis of freshman academic achievement at the Pennsylvania State College. *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 386-392.—Abstract.

2250. Davis, F. B. What do reading tests really measure? *Engl. J.*, 1944, 33, 180-187.—"Most reading tests do not measure all the skills in reading that are considered highly important by authorities in the field. . . . Most . . . are almost entirely tests of word knowledge and of the ability to comprehend the literal meaning of the separate statements in what is read."—G. S. Speer (Central YMCA College).

2251. Dow, C. W., & Papp, S. R. The relation of reading ability and language ability to speech ability. *Speech Monogr.*, 1943, 10, 107-108.—Percentile ratings in reading ability and language ability, obtained from standardized scholastic aptitude tests, and

course grades in fundamentals of speech, public speaking, and literary interpretation were compared. No significant relation was found.—*W. H. Wilke* (U. S. Naval Reserve).

2252. **Dysinger, W. S.** Two vocational diagnoses compared. *Occupations*, 1944, 22, 304-308.—The procedures of two counselors, dealing with the same young woman, are compared. The first used only 13 tests, which had no specific name other than the traits they were supposed to measure and which were entirely the product of his own laboratory. The vocational recommendation of "engineering executive" was felt to be meaningless and was not satisfactory to the client. The second counselor considered school records and achievement and the results of a large number of well-known standardized tests of intelligence, achievement, interest, and aptitude. The final recommendation suggested the serious exploration of art. Although this had not been considered by the girl previously and was opposed by the parents, the girl has found vocational satisfaction in an occupation related to the recommended one. The importance of the use of developmental records in counseling is stressed.—*G. S. Speer* (Central YMCA College).

2253. **Harding, L. W., & Bryant, I. P.** An experimental comparison of drill and direct experience in arithmetic learning in a fourth grade. *J. educ. Res.*, 1944, 37, 321-337.—The subjects of this comparison were an experimental group of 31 pupils and a control group of 33 pupils in 4th grade arithmetic during one semester. Functional activity in the form of direct experience with projects and enterprises in which the pupils had a personal interest was used with the experimental group; formal drill, with the control group. Achievement tests showed the experimental group equal to the control group in computation and superior to it in reasoning.—*M. Murphy* (Pennsylvania).

2254. **Horton, E.** Some aspects of rehabilitation as seen by a medical social worker. *Social Serv. Rev.*, 1943, 17, 328-334.—This is a description of the operation of a vocational guidance clinic, and the contributions made by the psychiatrist, psychologist, medical social worker, and other representatives of social agencies.—*G. S. Speer* (Central YMCA College).

2255. **Howell, W. S.** The effects of high school debating on critical thinking. *Speech Monogr.*, 1943, 10, 96-103.—Four Watson-Glaser tests of critical thinking were administered to matched groups of 213 debaters and 202 non-debaters from 24 Wisconsin high schools scattered throughout the state. For the 6-month experimental period, debaters made somewhat larger scores than non-debaters, but the difference is not statistically reliable. Non-debaters gained more in test scores in eleven schools whereas debaters made greater gains in twelve. It appears from the study that the more skillful debaters make higher test scores and that greater debate experience results on the average in higher scores.—*W. H. Wilke* (U. S. Naval Reserve).

2256. **Jersild, A. T., & Fehلمان, C.** Child development and the curriculum: some general principles. *J. exp. Educ.*, 1943, 12, 130-142.—The author lists and discusses 17 principles significant in the develop-

mental approach to the understanding of children and the function of education. Among these are the concepts of developmental objectives, levels of maturity, and variability in differential rate of maturing and growth. Other principles relate to developmental aspects of learning and its dependence on observed sequences in physical and mental growth. Still others concern features of personality structure, dependence vs. independence, self-centered and outgoing tendencies. This statement of principles ties in with a larger project of formulating the implications of the findings in child development for an improved curriculum.—*E. B. Mallory* (Wellesley).

2257. **Killgallon, P. A.** A study of relationships among certain pupil adjustments in language situations. *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 364-370.—Abstract.

2258. **Knower, F. H.** Graduate theses—an index of graduate work in the field of speech. IX. *Speech Monogr.*, 1943, 10, 1-12.—*W. H. Wilke* (U. S. Naval Reserve).

2259. **Landreth, C., Gardner, G. M., Eckhardt, B. C., & Prugh, A. D.** Teacher-child contacts in nursery schools. *J. exp. Educ.*, 1943, 12, 65-91.—After repeated analyses of teacher-child contacts, a check list blank was prepared, permitting classification of such contacts as the following: I, type (physical, verbal, visual, spatial); II, methods (information, positive suggestion, question, etc.); III, method goals (physical care, adjustment to routine, motor, emotional, social or mental development); and IV, situation. Charts based on the records of 638 contacts in a nursery-school group show clearly the relative proportion falling into the specified categories. Significant differences were found between the kinds of contact made by teachers with these children and with older children. A comparison of the contacts observed in the University of California Institute of Child Welfare nursery school and in a W. P. A. nursery school demonstrated that in the latter there were more physical handling of the children, more commands, physical compulsions, and disapproval, and less information, encouragement, and guidance offered. In the W. P. A. school, teachers seemed much more concerned with the children's adjustment to a fairly rigid routine and less concerned with the individual's development.—*E. B. Mallory* (Wellesley).

2260. **Lowenfeld, B.** Book illustrations for blind children. *J. except. Child.*, 1943, 10, 67-72.—Teachers of the blind and well-meaning laymen throughout the world have long experimented with embossed pictures for use in instructing the blind. However, embossed pictures of tridimensional objects have too little meaning for those who cannot see to warrant their educational use. Psychological and experiential reasons are given to explain why this is so. Although nothing offers a complete or even an adequate substitute for the visual illustrations which so enhance the value of a book designed for the seeing, nevertheless the Talking Book, a fairly new reading medium for the blind, is using sound-illustrations with marked success. Examples are given of the books now available on Talking Book records, with explanations of the way in which sound-illustrations

are introduced into the texts.—K. E. Maxfield (New York City).

2261. Lowenfeld, B. Psychological principles in home teaching. *Outlook for Blind*, 1944, 38, 31-35.—For those who are working with the blind, especially the newly blinded, it is important to consider the individual in relation to the handicap rather than to consider the handicap as such. Blindness restricts the individual (1) in the range and variety of his concepts, (2) in his ability to get about, and (3) in his control of the environment. Because of the differences in the life experiences of individuals, these have different effects in each case and generalizations are dangerous. One should maintain an individualized approach, should consider the individual in terms of his social environment, should look upon his life as a continuum even though blindness has entered it, and should look upon unusual behavior as symptomatic of a maladjustment, for the solution of which the individual may need help in terms of himself and not of a preconceived idea of blindness and the blind.—K. E. Maxfield (New York City).

2262. McDonald, E. T. A study of student conversation and conversationalists. *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 371-385.—Abstract.

2263. Morgan, W. J. The scores on the Revised Minnesota Paper Form Board Test at different grade levels of a technical-industrial high school. *J. genet. Psychol.*, 1944, 64, 159-162.—As a screening test the Revised Minnesota Paper Form Board Test was given to 389 eighth-grade pupils applying for admission to a technical-industrial high school, and to various other groups. Because of the narrow range of test scores and lack of percentile conversions on the basis of age, the test failed to discriminate reliably between good and poor classes in the high school and was dropped from the test battery.—R. B. Ammons (San Diego).

2264. Morrison, J. The teaching of arithmetic. *Publ. Scot. Coun. Res. Educ.*, 1943, No. 21. Pp. 30.—This 30-page brochure presents, in a concise form for ready reference by class teachers, the results of the investigations into problems connected with the teaching of arithmetic in the primary school, problems more fully treated in *Studies in arithmetic*, Vols. I, II (see 18: 2280, 2281).—J. H. Gray (Edinburgh).

2265. Noel, F. W. Visual aids expedite Navy training program. *Calif. J. second. Educ.*, 1944, 19, 24-27.—See *Educ. Abstr.* 9: 480.

2266. Parsons, R. T. The home and school backgrounds, measured vocational interests, and vocational choices of 869 students who entered the State Teachers Colleges of Pennsylvania in the fall of 1940. *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 220-227.—Abstract.

2267. Partridge, E. D. The experience background of teachers in training. *J. educ. Sociol.*, 1944, 17, 376-383.—Since children can be taught real meanings only through actual experience, teachers should have a background of real experience themselves. This study of 414 students at 4 state teachers colleges used a questionnaire containing 74 specific questions about previous experiences. The result was a normal distribution, of broad range, centering

around a median of 30 items not experienced. Men showed a slightly broader background of experience than women. Many students have not had experiences that were common a generation ago.—H. A. Gibbard (Brown).

2268. Pedigo, L. Junior high school children learn to read. *Engl. J.*, 1944, 33, 187-190.—This is a report of an experiment in the remedial teaching of slow readers of retarded mentality. The group gained more than normal expectancy as the result of three factors: the child knew that someone was ready to help him; each child began reading at a level where he could achieve success; and complete mastery of the basic skills was emphasized.—G. S. Speer (Central YMCA College).

2269. Ralya, L. L. Beliefs of senior pre-medical psychology students. *J. appl. Psychol.*, 1944, 28, 35-42.—A true-false test containing 180 statements designed to reveal misconceptions and unfounded beliefs with respect to psychology was administered to 141 senior premedical students in a state college located in the Southeast. Answers were counted incorrect when the wrong answer was chosen or when the student indicated he was uncertain. Fifty-seven of the statements are presented together with the author's key. For each statement are listed the percentages of incorrect answers by (a) all 141 students, (b) the 40 students lowest in academic achievement, and (c) the 40 students highest in achievement. In general, failure on the test was greater for students low in academic achievement, although good students also missed many items. Attention is called to certain trends in the errors.—G. R. Thornton (Purdue).

2270. Schuell, H. Working with speech defects in public schools. *J. Speech Disorders*, 1943, 8, 355-362.—The author discusses the problems, opportunities, and responsibilities of the speech therapist in public school systems. The opportunities and benefits of collaborating with the school nurse, the parents of speech handicapped children, teachers, and the psychologist are emphasized.—C. V. Hudgins (Harvard).

2271. Silverman, S. R. Training for optimum use of hearing aids. *Laryngoscope*, St. Louis, 1944, 54, 29-36.

2272. Smith, C. B. A study of pupils dropping out of a midwestern high school. *Sch. Rev.*, 1944, 52, 151-156.—Pupils leaving school in 1942-43 constituted 13% of the enrollment as compared with 8% in each of the two preceding years. The largest proportion, 36%, was in the 16-year-old group. Otis IQ's of the discontinuing pupils averaged 105 compared with an average of all students of 107. Reasons given for leaving school showed an almost uniform emphasis upon financial considerations, although in many instances the reasons advanced were not the real ones. The solution of the problem may lie in providing for pupils a work-study program enabling them to ease the financial burden and, at the same time, offering courses wherein the less intellectual will find a measure of success.—R. C. Strassburger (St. Joseph's College for Women).

2273. Smith, J. A test of general information for children of preschool age. *J. exp. Educ.*, 1943, 12, 92-105.—Concepts suggested for a test of children of

preschool age were rated by 7 specialists in elementary or preschool education for frequency of use, spread of use, integrative value as preparatory to child's school work in the primary grades, and cruciality, or importance to the child's physical safety or personal adjustment. Ratings were obtained also for the relevance of the test items concerned with these concepts, and preliminary tests were given to determine order of difficulty. A multiple-choice picture test was the form used. Reliability coefficients of .92 and .95 were found. There were positive correlations between test scores and chronological age, mental age, and teachers' estimates of children's informational background. It is believed that the present test, unpublished but on file in the Child Welfare Department of the State University of Iowa, can be used with profit for children of ages 48-66 months.—*E. B. Mallory* (Wellesley).

2274. **Smith, R. V.** Aptitudes and aptitude testing in dentistry. *J. dent. Educ.*, 1943-1944, 8, 55-70.—Interest in dental aptitude tests is growing. They were first developed at the University of Iowa in 1927, and the Iowa Dental Qualifying Examinations (revised and enlarged in 1934) are the best known. The factors most easily measured and for which tests have been devised are scholastic aptitude, mechanical ability and judgment, manual skills, spatial relations and vocational interest. The Iowa examinations include 5 tests to predict success in theoretical subjects (reading, vocabulary, comprehension and retention, visual memory, and predental information in zoology and chemistry); and 3 tests for mechanical judgment, manipulative skill, and color discrimination. Aptitude tests in combination with the predental record give the most reliable predictions. Tables of the results of the tests are given, and a comparison is made with medical aptitude tests.—*M. E. Morse* (Baltimore, Md.).

2275. **Spoerl, D. T.** The academic and verbal adjustment of college age bilingual students. *J. genet. Psychol.*, 1944, 64, 139-157.—A survey group of 69 and an intensive study group of 32 college freshmen who had been bilingual in childhood were matched with a control group of freshmen on the basis of age, sex, socioeconomic status, and score on the Henmon-Nelson Test of Mental Ability. The groups did not differ significantly on the Stanford-Binet, Form L, although there was a slight tendency for the bilingual students not to do as well as the control group on certain verbal items. There was no significant difference between the groups with respect to average scores on the Purdue Placement Test in English, grades in freshman English courses, or scores on the Nelson-Denney Reading Test. Bilingual students had significantly better high school records, and bilingual women showed a greater interest in language.—*R. B. Ammons* (San Diego).

2276. **Stewart, H. L.** The social adjustment of the deaf. *Amer. Ann. Deaf*, 1943, 88, 127-130.—The author, a teacher of the deaf, who since the age of 14 has been deaf herself, believes that deaf persons find their optimal social adjustment among other deaf people. Modern educational methods which aim to make the deaf child more normal, to enable him to fit easily into a hearing world are ill-advised. The paper argues that the goal of education of the deaf should be to produce well-balanced deaf persons

and not imitations of hearing ones.—*C. V. Hudgins* (Harvard).

2277. **Super, D. E.** The basic course in the training of counselors: survey or foundation? *Occupations*, 1944, 22, 345-347.—The basic course in counseling may be either a survey or a foundation course. The principles, aims, and materials included will not be the same in the two types of courses. For professional training each course offered should focus on a clear-cut objective and exclude nonfunctional material. The author replies to Fredenburgh's review of texts (see 17: 3246).—*G. S. Speer* (Central YMCA College).

2278. **Thorndike, E. L.** Interests and abilities. *J. appl. Psychol.*, 1944, 28, 43-52.—Thirty-five teachers, etc., 88 first-year students in two engineering schools, and 56 students at Wentworth Institute rated themselves first for interest and then for ability in 14 activities such as bargaining, clerical work, and science. In each case rank-order ratings were given for these age levels: 11-14; 14-18; 18-22 (teachers' group only); and present time. The correlations between rankings of interests and rankings of abilities within the given age levels ranged around .89. The reported permanence of interests and abilities is indicated by correlations of about .67 between rankings at age 11-14 and rankings for college age for both interests and abilities. The possibility that reported ranks are not indicative of true ranks is considered at some length. The author concludes, for example: "I conjecture that the net result upon interest-with-ability correlations was as likely to lower them as to raise them, and that omniscient and infallible ratings would put them between .92 and .83." The author considers briefly the problems of interest and ability permanence-correlations and interest-with-ability correlations as characteristics of a person.—*G. R. Thornton* (Purdue).

2279. **Turner, E. L.** Selecting medical students and the elimination of misfits. *J. nat. med. Ass.*, 1944, 36, 15-19.—Turner discusses the criteria for admission to medical schools. Good aptitude tests plus a good premedical record are usually reliable guides as to the applicant's potentialities, while combined poor college work and low aptitude tests are a justifiable basis for refusing admission. The personal history (written) gives an idea as to the student's clarity of thought.—*M. E. Morse* (Baltimore, Md.).

2280. [Various.] Studies in arithmetic. Volume 1. *Publ. Scot. Coun. Res. Educ.*, 1939, No. 13. Pp. 144.—This volume records the results of certain investigations into the methods of teaching arithmetic, carried out by the Committee on Primary School Subjects of the Scottish Council for Research in Education, and gives the conclusions reached from similar investigations made in this country and in the United States. It also sets out an analysis of the replies made by head teachers to a questionnaire circulated to ascertain the methods adopted in schools in teaching the various operations in arithmetic. From a careful scrutiny of the replies and of the conclusions reached by the investigators, recommendations are made regarding the procedure to be followed in teaching certain parts of the subjects.—*J. H. Gray* (Edinburgh).

2281. [Various.] **Studies in arithmetic.** Volume 2. *Publ. Scot. Coun. Res. Educ.*, 1941, No. 18. Pp. 218.—This volume gives an account of tests carried out in Scottish schools in various arithmetical topics, such as the vocabulary of arithmetic, the relative merits of the three chief methods of teaching subtraction, and the use of zero in elementary arithmetic, i.e., whether the zero should be regarded as a symbol like other arithmetical symbols, or as a pure place keeper. A very full analysis of the types of error made by children in working with basic number facts and with vulgar fractions is also given. The investigation into the relative merits of the decomposition, complementary and equal additions methods of teaching subtraction is treated in detail. The findings of investigators on the subjects mentioned, in this country and in America, are dealt with, and comparisons are made of the results obtained in some of these experiments with the corresponding ones arrived at by Scottish investigators.—J. H. Gray (Edinburgh).

2282. Vernon, P. E. **The standardisation of a graded word reading test.** *Publ. Scot. Coun. Res. Educ.*, 1938, 12. Pp. 43.—The author restandardized Burt's Word Reading Test published in Burt's *Handbook of Tests* for use in schools and devised an alternative version. The subjects used were Scottish school children drawn mainly from Glasgow. An interval of 20 years elapsed between the original standardization of Burt's test in London and the restandardization by Vernon in Glasgow, and the author indicates that Burt's original norms may no longer represent accurately the oral reading ability of London children. His results show that Scottish children of 6 to 8 years are approximately half a year in advance of the children tested by Burt and that this advantage increases to a whole year for children of 10 to 12 years. It is doubtful if this gain persists in the later years of adolescence. Evidence of the reliability and validity of the alternative version is submitted. The booklet contains the test material for the alternative version and for the Burt Word Reading Test (rearranged), together with a table showing correct and inadmissible pronunciations of the more difficult words.—W. B. Inglis (Edinburgh).

2283. Wallin, J. E. W. **Report of the Division of Special Education and Mental Hygiene for the school year 1942-1943. Part XII.** *A. R. Dep. publ. Instruct. St. Bd. Educ. Delaware*, 1943. Pp. 280-295.

2284. Wallin, J. E. W. **Suggestions for reading readiness instruction.** *Train. Sch. Bull.*, 1944, 40, 193-197.—Suggested games and activities have been prepared by the staff of the Division of Special Education and Mental Hygiene, Department of Public Instruction and Board of Education in Wilmington, Delaware, for developing vocabulary, reading interest or desire, visual discrimination, auditory discrimination, muscular co-ordination, memory and attention.—S. Whiteside (Cincinnati Public Schools).

2285. White, I. W. **The use of certain tests in the prediction of academic success as applied to students of home economics.** *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 214-219.—Abstract.

[See also abstracts 1961, 1967, 2000, 2031, 2035, 2196, 2325.]

MENTAL TESTS

2286. Arthur, G. **A non-verbal test of logical thinking.** *J. consult. Psychol.*, 1944, 8, 33-34.—A new test utilizing the stencil principle (similar to Kohs' Block Design Test) is described and tentative norms established on the basis of 500 subjects. More reliable norms will be made available later.—S. G. Dulsky (Rochester, N. Y.).

2287. Boulger, C., & Arthur, G. **An unpublished design test.** *J. consult. Psychol.*, 1944, 8, 31-32.—This is a history of the search to find a new design test to take the place of the Kohs' Block Design Test in Form II of the Point Scale of Performance Tests. Preliminary work leads to the conclusion "that the principle upon which the test was constructed has value from the standpoint of intelligence testing, but that the materials used were far from satisfactory."—S. G. Dulsky (Rochester, N. Y.).

2288. Close, R. L. **Abilities measured by paper-cutting tests (Stanford-Binet, 1937 revision).** *Occupations*, 1944, 22, 308-310.—"Successful performance on the Terman-Merrill Revision of the Binet Paper-cutting Tests seems to indicate the presence of abilities measured by the MacQuarrie Block-counting Test." Success on the paper-cutting test is not significantly related to success on the Los Angeles Spatial Relations Test. The author does not believe that the Binet paper-cutting test measures mechanical ability.—G. S. Speer (Central YMCA College).

2289. Fleming, V. V. **A study of the subtests in the Revised Stanford-Binet Scale, Forms L and M.** *J. genet. Psychol.*, 1944, 64, 3-36.—Results from 210 Stanford-Binet Form L and 118 Form M tests were recorded and analyzed for evidence that subtests might not have been appropriately placed with reference to difficulty. Comparison of the percentages passing the subtests showed a relatively wide range within the various age levels. Varying the range of MA's used had the effect of unpredictably varying the statistically significant differences between subtests at the VI-year level. It appeared "that when children of similar MA are compared, the younger ones do better than the older ones on the same subtests." CA was tabulated separately for all cases passing and all failing each subtest, and results were compared between various subtests and between passing and failing on each test. Subtests for each level from III to IX appear equal in difficulty. It seems possible to arrange subtests in approximate order of difficulty.—R. B. Ammons (San Diego).

2290. Thorndike, R. L., & Gallup, G. H. **Verbal intelligence of the American adult.** *J. gen. Psychol.*, 1944, 30, 75-85.—A 20-word vocabulary test, made up of 2 words from each of 10 levels of the vocabulary section of the I. E. R. Intelligence Scale CAVD, was administered to a representative sample of the American adult voting public. The sample was the regular voting sample used by the American Institute of Public Opinion. "Subject to such limitations as inhere in the test and the sample, the results provide norms for adult achievement in verbal intelligence. The medial adult performance is found to correspond to an Otis MA of a little over 16 years. The results may be used as a basis for comparing special groups to the general public, or as a device for checking upon the representativeness of samples being studied for

other purposes." The nature of the above-mentioned limitations is discussed.—*H. H. Nowlis* (Connecticut).

2291. Tinker, M. A. Speed, power, and level in the Revised Minnesota Paper Form Board Test. *J. genet. Psychol.*, 1944, 64, 93-97.—"1. An analysis of speed, power, and level scores was made for the Revised Minnesota Paper Form Board Test. 2. Subjects in the experiment consisted of 103 university sophomores. 3. Speed and level scores were found to vary independently. 4. A major proportion (about 75 per cent) of the power score is accounted for by speed and level. Speed contributes relatively more to the power score than level. 5. There is only a slight correlation between intelligence and the Paper Form Board scores. This is in contrast with the correlation of .53 between the unrevised Paper Form Board Test and intelligence."—*R. B. Ammons* (San Diego).

[See also abstract 2008.]

CHILDHOOD AND ADOLESCENCE

2292. Abelson, B. R. Wartime day nurseries. *Brit. med. J.*, 1943, 2, 728.

2293. Banister, H., & Ravden, M. The problem child and his environment. *Brit. J. Psychol.*, 1944, 34, 60-65.—Of 112 children referred to the Cambridge Child Guidance Clinic, 81 were boys and 31 were girls, whereas the adult proportions of psychotics and neurotics are about 2 men to 3 women. The symptoms were divided into 4 groups: delinquent, aggressive, nervous, and backward; the homes into accord, discord (where parents quarrel), one parent dead, and other broken homes (divorce, desertion, etc.). Proportionately more girls came from accord homes and boys from broken homes. The most difficult ages were 10 and 11; delinquency was largely confined to the ages 10-13 (21 cases out of 27). Nervous symptoms were correlated with accord homes and delinquency with other broken homes. It seemed possible that children referred from accord homes were liable to have been overprotected. Lack of affection was correlated with the same symptoms, i.e., in accord homes with nervousness, in other broken homes with stealing. Sibling jealousy was confined almost entirely to accord homes; with boys it was connected with delinquency and aggression; with girls, with nervousness and backwardness. Inadequate or improper discipline was found in over 66% of cases. In the accord homes it was connected with nervousness, and in broken homes with delinquency.—*M. D. Vernon* (Cambridge, Eng.).

2294. Birren, J. E. Psychological examinations of children who later became psychotic. *J. abnorm. soc. Psychol.*, 1944, 39, 84-96.—a follow-up of cases tested in the Chicago Bureau of Child Study shows no promise of predicting later psychosis from the usual clinical tests of problem children. Among the prepsychotics, however, the preschizophrenics tended to be the more intelligent, though the more apathetic, in the childhood examinations.—*C. M. Harsh* (Nebraska).

2295. Blanchard, P. Adolescent experience in relation to personality and behavior. In *Hunt, J. McV., Personality and the behavior disorders*. New

York: Ronald Press, 1944. Pp. 691-713.—The nature and influence of adolescent experiences are considered in terms of experimental and statistical research, cultural studies, Freudian theories, Rankian theory, mental disease and delinquency, and clinical material. Selections from individual case studies are given. Bibliography.—*L. J. Stone* (Vassar).

2296. Boynton, P. L., & Wang, J. D. Relationship between children's play interests and their emotional stability. *J. genet. Psychol.*, 1944, 64, 119-127.—938 girls and 862 boys from the 4th, 5th, and 6th grades filled out an inventory of play interests and preferences and an emotionality test or inventory. The few play interests or dislikes found related to emotionality, as measured, are concludes to be fortuitous variations in the data. There appeared to be little of the commonly assumed relation between emotionality and play interests.—*R. B. Ammons* (San Diego).

2297. Boynton, P. L., & Wang, J. D. Relation of the play interests of children to their economic status. *J. genet. Psychol.*, 1944, 64, 129-138.—A play inventory of 108 items indicating games played and games especially liked or disliked was filled out by 1,800 children in the 4th, 5th, and 6th grades. Economic status was obtained from a composite rating of economically related home and family data. Very low, middle, and very high groups on the economic scale were compared for play interests. Of 216 possible differences in preferences, there were only 19 cases where the authors found a consistent relationship between economic status and interest and a statistically significant percentage difference in enjoyment between the economic extremes. "It would appear evident that the data of this study give scant indication of economic status being associated with children's general play and recreational interests to any marked degree."—*R. B. Ammons* (San Diego).

2298. Bradley, C. The family physician and the children's psychiatric hospital. *R. I. med. J.*, 1942, 25, 189-192.—This description of the modus operandi of these institutions is designed to aid the family physician in interpreting the treatment to the parents and preparing them for the future management of the child. Prolonged individualized treatment and a warm personal relationship are the first essentials of the hospital. The majority of maladjusted children are extremely lively and thrive on freedom and plenty of action. Apparently casual supervision is better than direct reward of demands for attention. The program must be much more rapid and attractive than for defective children. Full schedules under expert supervision of the type the children can continue on return home are necessary. This includes a residence school. As an adjunct to psychotherapy, the judicious use of benzedrine sulphate and some anticonvulsant preparations may give sufficient relief from hyperactivity, irritability or neurological symptoms to allow a child to participate in a full program.—*M. E. Morse* (Baltimore, Md.).

2299. Bronner, A. F. Treatment and what happened afterward. (A second report.) *Amer. J. Orthopsychiat.*, 1944, 14, 28-36.—A follow-up of 250 additional cases at the Judge Baker Guidance Center was made in order to check the unexpectedly favorable findings on 400 cases published in the 1939

pamphlet (see 14: 2669). Careers of the second series corroborate the findings of the earlier series except for the court groups where there is a striking decrease of favorable outcomes in the second series. The author emphasizes the fact that intensive therapy for unstable-egocentric, delinquent, abnormal personalities yields the least reward. Thus again it becomes clear that it is a matter of great importance to determine as early as possible the personality diagnosis.—*R. E. Perl* (New York City).

2300. *Burlingham, D., & Freud, A. Infants without families.* London: Allen & Unwin, 1944. Pp. 108. 3s. 6d.—This publication is based upon a further study of the children in the Hampstead Nursery, a residential nursery for infants and young children who have lost their homes and often also their parents as the result of war conditions (see 18: 1933). It is devoted to a comparison of the general development of these children with that of children living a normal family life. Though up to 5 months the infant in the residential nursery may develop relatively well, because physical conditions are superior to those of the ordinary working class home, yet after that age he is usually at a disadvantage. The lack of continuous and intimate emotional relationship with the mother and the absence of the other contacts of normal family life produce a retardation in emotional development, intellectual and speech development, and habit training. The institutional children are insecure, more clinging to adults, and more aggressive to one another, and indulge in more fantasy life and autoerotic gratification. It may be also that the development of character and conscience is impeded by the lack of the normal love objects, who, at the same time, represent the demands and regulations of a society with which the child can identify himself. These difficulties can be overcome to some extent by providing a mother substitute, a nurse who has more or less complete charge of a group of children of different ages.—*M. D. Vernon* (Cambridge, Eng.).

2301. *Colby, M. G. The early development of social attitudes toward exceptional children.* *J. genet. Psychol.*, 1944, 64, 105-110.—Three preschool speech defective children were introduced singly or as a group into a group of 6 normal preschool children. In a free play situation the exceptional children were relegated to the lowest position in the group social hierarchy. In controlled co-operating situations, where their handicaps impeded group accomplishment, they were excluded although some attempt was made by the normal children to direct them to substitute activities. "In conclusion, it is suggested that before discarding the principle of institutional segregation of mentally deficient or speech deficient children, as is often proposed by extreme believers in 'environmental' cures, the serious problems of their social adaptation be further investigated."—*R. B. Ammons* (San Diego).

2302. *Dawson, W. M. An investigation into social factors in maladjustment.* *Occup. Psychol.*, Lond., 1944, 18, 41-51.—A study of 4,450 school-age children, studied in several clinics, indicates that maladjustment is not confined to any particular occupational level. More than half the cases were characterized by unsettled homes, parental dissatisfaction,

and marital unrest. It is suggested that differences between delinquents and nondelinquents have been exaggerated in the past because of the failure to study delinquents who had not been brought to court.—*G. S. Speer* (Central YMCA College).

2303. *Deb, A. K. Orthopsychiatry or child-guidance in relation to the prevention of mental illness.* *Indian med. Rec.*, 1943, 63, 143-146.—The mental health of the child should be looked after from the very beginning, since the seeds of mental illness are often sown in the early formative years. The child-guidance clinic, working in co-operation with the regular medical clinic, teachers, and social workers, is an effective way of dealing with problem children. Character defects of the problem child can be ascribed mostly to errors in his education. Thus, the emphasis of the clinic should be on education. In child-guidance work more and more necessity is being felt for psychological training in the education of parents, teachers, social workers, and others who deal with children and their problems.—*C. L. Golightly* (Washington, D. C.).

2304. *Fordham, M. The life of childhood; a contribution to analytical psychology.* London: Kegan Paul, 1944. Pp. viii + 154. 15s.—This book shows how Jung's theory can be applied practically, not only to the psychotherapy of children but also to the understanding of their general development. The first part deals with the life of the child in infancy, in family life, and in school, and it endeavors to show how he gradually becomes more fully conscious of himself through the experience of the 'archetypes' (the mythological symbols of the 'collective unconscious') and through the realization that they do not constitute the objective reality of his parents. Moreover, he has to learn to establish his best attitude (introvert or extravert) and function (thinking, feeling, sensing or intuition) without altogether suppressing the inferior ones. In the second part of the book are given more detailed examples of the characteristic behavior and fantasies of children as shown in their dreams, their play, and the pictures they draw. Finally there is a brief discussion of the treatment of maladjusted children. It may be noted that, important as is the parallel treatment of the parents, the author thinks it is possible to treat the child as a person and not as a mere adjunct of his parents.—*M. D. Vernon* (Cambridge, Eng.).

2305. *Gair, M. Rorschach characteristics of a group of very superior seven year old children.* *Rorschach Res. Exch.*, 1944, 8, 31-37.—Subjects were 21 girls and 8 boys composing the entire second grade of a school for gifted children. Average CA was 7-3; MA, 10-8; and Revised Stanford Binet Form L IQ, 146. Parental background was very superior culturally and educationally. Analysis of the protocols revealed the following trends: number of responses above expectation for CA; more W and fewer D responses than for average children of equal and somewhat higher ages; content showed wider than average range of interests; group as a whole were well adjusted according to Davidson's adjustment signs; pattern of responses was related to teacher's estimate of maturity; greater than average maturity in use of F%, M and FC combined with an increase in CF suggested a lag between emotional

and intellectual development for this group at this age.—E. M. L. Burchard (U. S. Naval Reserve).

2306. Gardner, G. E., & Spencer, H. Reactions of children with fathers and brothers in the armed forces. *Amer. J. Orthopsychiat.*, 1944, 14, 36-44.—The authors present observations and information on the reactions of 49 cases with 157 siblings, whose fathers or brothers have enlisted in the armed services. These were all children who had been referred to guidance clinics or to the juvenile courts. No children were referred because of difficulties specially due to the enlistment of a family member. Temporary fear or grief was present in a small number of cases. There was some intensification of referral problems. Emergence of new problems following enlistment was apparent only in the delinquent group, where in more than half of the cases the first offense occurred following the enlistment.—R. E. Perl (New York City).

2307. Goldfarb, W. The effects of early institutional care on adolescent personality. *J. exp. Educ.*, 1943, 12, 106-129.—A group of 15 girls and boys from 10 to 14 years of age, who, although now in foster homes, had had institutional care for the greater part of their first 4 years of life, were paired for age and sex with 15 children who had entered foster homes when only 1 to 21 months old. Numerous tests were given both groups. The children who had not been in institutions were significantly higher in intelligence as tested by the Wechsler-Bellevue and the Ellis designs. They were superior also in 5 concept formation tests. Examiners rating them in personality traits found the institution children more fearful, less thoughtful, less ambitious, and less capable of sustained effort. Further data were secured from results of a standardized frustration experiment. In this the institution children showed a tendency to apathy and a lack of susceptibility to guilt or shame and to the spur of competition. Case workers reported that most of the institution children were low in capacity for personal ties or relationships. Measures of school adjustment, social maturity, and speech were also in favor of foster-home children. The author concludes that infant institutions in their present form may produce permanent harm to personality.—E. B. Mallory (Wellesley).

2308. Goldsmith, E. Problemas emocionales del niño. (Emotional problems of the child.) *Pediat. Amer., Méx.*, 1943, 1, 673-682.—This article is concerned with the emotional problems of the small child during the early period of his growth and adaptation to the environment. Examples are taken chiefly from kindergarten children under 7 or 8 years old. Fear, anxiety and guilt often arise in the child from improper methods used by parents in cleanliness training. Insecurity and jealousy result from loss of attention due to the arrival of siblings; hostility may be directed at both the new arrivals and the parents. Enuresis is frequently the manifestation of an emotional conflict. Serious inhibitions may arise in later life from guilt complexes about masturbation. The author believes that if the first 7 years of the child's life are normal and healthy, his period of adolescence will be relatively easy.—C. L. Golightly (Washington, D. C.).

2309. Gundlach, R. H. How well do children identify the sponsors for their favorite radio programs? *J. genet. Psychol.*, 1944, 64, 111-117.—504 persons, including age groups averaging from 10 to 22 years, marked a list of 42 radio programs and attempted to identify their sponsors from another list. The audience as a whole listened to 8 or 9 programs a week regularly, with a peak at the 7th grade. The audience was able to identify correctly the sponsors of approximately two thirds of the programs to which they listened regularly. Listening habits varied for different weekdays and different age ranges, and there appeared to be some differences between the sexes.—R. B. Ammons (San Diego).

2310. Habbe, S. Notes found in a high school annual. *J. appl. Psychol.*, 1944, 28, 67-71.—In this article is presented "an analysis of one annual, the property of a superior boy, Peter, who was graduated from a small-town Eastern high school in June 1942." The several thousand high school annuals produced every June in this country offer a rich area of adolescent lore for psychological exploration. This is particularly true of the spontaneous, personal notes written into the annuals by the student. Special attention is given in the present analysis to such personal notes.—G. R. Thornton (Purdue).

2311. Hertz, M. R., & Ebert, E. H. The mental procedure of 6 and 8 year old children as revealed by the Rorschach ink-blot method. *Rorschach Res. Exch.*, 1944, 8, 10-30.—To provide objective data on the manner of mental approach (*Erfassungstypus*) of children, an analysis was made of the records of 242 six-year-olds and 208 eight-year-olds from the Brush Foundation Study. The subjects were white, American born, divided about equally as to sex, and were high average to superior in intelligence. This paper presents a detailed statistical comparison of normal and rare details for these age groups, together with norms for manner of approach for similar groups and scoring criteria for groups of equivalent age, mental level, and cultural status. Six-year-olds were found characteristically to react to the whole—unanalytically and uncritically. Eight-year-olds showed greater ability to analyze and to react differentially to the different aspects of the objective situation. "The characteristic manner of approaching problems and situations is little different in 8 year old children from that of older children or adults."—E. M. L. Burchard (U. S. Naval Reserve).

2312. Hildreth, G. War theme in children's drawings. *Childh. Educ.*, 1943, 20, 121; 124-127.—Samples of spontaneous drawings were obtained from groups of children in kindergarten, first, and second grades early in 1942 and again one year later. In the groups, numbering 42 and 55 respectively and averaging 120 IQ, were 14 children who had taken the drawing test on both occasions. When tabulated according to the descriptions supplied by the children, the number of war drawings made in 1943 was double that of 1942, although pictures having a war theme constituted only 22% and 14.3% of the total number made. Boys showed a demonstrably greater tendency to draw war pictures, as only one girl represented anything suggestive of war. The lack of the war theme in children's drawings reflects their engrossment in childish interests and daily school ex-

periences. It testifies, furthermore, to the adequacy of the school program as providing outlet for imaginative play and dramatic expression.—R. C. Strassburger (St. Joseph's College for Women).

2313. James, H. E. O., & Moore, F. T. Adolescent leisure in a working-class district. Part II. *Occup. Psych., Lond.*, 1944, 18, 24-34.—Week-end diaries obtained from 535 adolescents are compared with a previous study of week-day diaries (see 14: 4788). Saturday and Sunday activities are much more given up to pleasure and are much more sexual in nature than week-day activities. Religious activities, reading, and radio take little time. The external conditions under which these adolescents live discourage purposiveness, responsibility, and self-discipline. It is concluded that reconstruction must include radical changes in training and external conditions.—G. S. Speer (Central YMCA College).

2314. Kanner, L. Behavior disorders in childhood. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 761-793.—The field of children's behavior disorders is unified by two common factors: "the age at which they are observed and the fact that they form the nucleus of a complaint." Theories of classification and of motivation as the basis of disorder are described, and the various manifestations of disorders are outlined. Bibliography.—L. J. Stone (Vassar).

2315. Lund, F. H. Adolescent motivation: sex differences. *J. genet. Psychol.*, 1944, 64, 99-103.—"Data collected in two junior and two senior high schools, having a total population of 8,200, showed that the incidence of pupils asking to be excused from gymnasium classes on the basis of alleged physical disabilities increased markedly during the adolescent period, an increase which was confined almost entirely to the girls. The increase in the case of the latter—400% between the 7th and the 12th grade—is attributed, not to any change in susceptibility to disease, but to changes in interests and motives. These interests and motives, which are given strong social direction in the girls, are often out of accord with the demands of the gymnasium floor. The resultant disinclination is reinforced by vast internal changes, by an increase in fatty deposits, and by important shifts in body metabolism and body proportions."—R. B. Ammons (San Diego).

2316. Maberly, A. Psychology in general practice; problems in childhood. *Practitioner*, 1943, 151, 362-369.—Many children react quickly and violently to relatively minor changes of environment, and they respond quickly to proper therapy, because the material is pliant and growing fast. Symptomatic treatment as such is rarely of value. As the child himself is changing so rapidly, he cannot tolerate surroundings lacking in constancy and certainty. He may be more affected by change of place than of human companionship. If neither home nor parents give adequate security, he may have recourse to symbols, like toy animals, and the influence of these may reach into adult life. The following topics are briefly considered: bed-wetting, nail-biting, destructiveness and unmanageableness, truancy, and stealing.—M. E. Morse (Baltimore, Md.).

2317. MacCalman, D. R. Psychology in general practice; problems in childhood. *Practitioner*, 1943,

151, 370-377.—This and the preceding article (see 18: 2316) indicate the broad lines on which children's behavior disorders should be studied and treated. There are 3 cardinal indications that a complaint is serious: if more than one symptom or sign (i.e., a syndrome) exists; if the behavior is inappropriate to the child's age; and if it has existed for some time. The physician has no uncertainty as to whether he is on the right track because children are most responsive when their inner needs are satisfied. If no improvement occurs, the case should be transferred without delay to a specialist. There is nothing mysterious or even highly specialized about the treatment of behavior problems, but patience, time, understanding and common sense are required. MacCalman takes up sleep disturbances, feeding difficulties, sex behavior problems, and stammering.—M. E. Morse (Baltimore, Md.).

2318. Murphy, L. B. Childhood experience in relation to personality development. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 652-690.—In the period between weaning and adolescence the childhood events related to personality formation may be considered as growth experiences and social experiences. Among the former are: manipulative skill, large muscle skills, language, fantasy, form perception, grasp of space, time, and human relationships and grasp of complex sequences. Significant social experiences include shifts in parental authority, companionship and love, a variety of sibling and play group relationships, exposure to a widening environment, gang membership, and more regimented school life. Experimental studies are summarized in these terms. Bibliography.—L. J. Stone (Vassar).

2319. Murphy, L. B. Personality development of a boy from age two to seven. *Amer. J. Orthopsychiat.*, 1944 14, 10-21.—This paper should be read in connection with Schachtel's paper, *The Rorschach test with young children* (see 18: 2327). Together they afford a basis for the comparison of the Rorschach technique with behavior records over a period of 5 years. The correspondence is close and corroborative. There is a discussion of the papers by Beck and Symonds.—R. E. Perl (New York City).

2320. Nobecourt, P. La sexualité dans l'enfance et la jeunesse. (Sexuality in childhood and youth.) *Pr. méd.*, 1943, 51, 564.

2321. Pathman, J. H. Mentally retarded children. *Welf. Bull. Ill. St. Dep. publ. Welf.*, 1943, 34, No. 9, 17-19.

2322. Peiper, A. Die Umwelt des Säuglings. (The environment of the infant.) *Arch. ges. Psychol.*, 1942-1943, 111, 1-22.—The subjective environments of the infant and the adult differ basically from each other. The infant is not a small adult but a creature whose requirements are peculiarly his own. Physically and mentally the infant is farther from the human adult than some grown animals are. He possesses a subjective picture of the world which is greatly altered in the course of years. In the first months the infant's world consists almost solely of his mother; he feels and tastes only her. Later the child's environment is broadened through sight and hearing. Objects come to have meaning in terms of his needs and experience. Out of this phase of de-

velopment and with the aid of language the child grows into a person. He becomes a human being in the adult world. Any reflection that measures the child on the scale of the adult is based on error.—C. L. Golightly (Washington, D. C.).

2323. Pellerano, J. C. *Sentimientos de inferioridad en la infancia (el complejo de Cain)*. (Inferiority feelings in childhood; the Cain complex.) *Arch. Pediat. Uruguay*, 1943, 14, 443.—This is an abstract of a paper presented at a session of the Sociedad Argentina Pediatría, September 22, 1942.—C. L. Golightly (Washington, D. C.).

2324. Piret, R. *Recherches génétiques sur le comique*. (Genetic studies on the comic.) *Acta Psychol., Hague*, 1940, 5, No. 2-3, 103-142.—This investigation is an attempt to study the origin of the comic in children. Smiling and laughter are infantile expressions of pleasure. The observations of C. Bühler and Hetzer were repeated with 28 children, aged 6 months to 2½ years, and 74 children, aged 2 years 7 months to 6½ years, in order to find out at what age children can distinguish between a friendly and an angry, threatening approach. One child, 6-7 months of age, manifested a smile. Laughter first appeared with a child in the 1 year 6 months to 1 year 11 months group, becoming more frequent with increase in age. Then 220 children, aged 3 to 8 years, were asked to draw something funny and tell what was funny in this drawing. Children of 3 years did not succeed in this task, but beyond that age there was an increasing number of successes, with over 90% success from 6 years on. Two broad classes of comic motifs were found: (1) those derived from characters by addition, suppression, and alteration (changes of size, shape, and color) and from transfer (from man to beast, or vice versa); and (2) those derived from situations and behavior (absurdities and mishaps). The main comic themes are appreciated by 75% of children, 4-6 years of age. This appreciation develops *pari passu* with intellect. A playful attitude of mind seems to be required, however, for its appearance.—T. V. Moore (Catholic University of America).

2325. Porter, R. B. *A survey of exceptional children in Huntingdon County, their incidence and the distribution of multiple handicaps*. *Abstr. doct. Diss. Penn. St. Coll.*, 1943, 5, 128-134.—Abstract.

2326. Prieto F., L. B. *Las asociaciones juveniles y su influencia moral en el desarrollo de la personalidad: organización y dirección*. (Youth groups and their moral effect on the development of personality: organization and management.) *Bol. Inst. int. amer. Prot. Infanc., Montevideo*, 1943, 17, 474-483.—Various welfare and educational agencies in Venezuela undertook the establishment of a system of youth groups (*asociaciones juveniles*) to help meet the developmental personal needs of adolescents. Democratic organization from below is stressed, with adult supervision being of an advisory and co-ordinating character. The functioning of such groups should always be related to the facts and conditions of psychological development. English summary.—H. D. Spoerl (American International College).

2327. Reichard, S., Schneider, M., & Rapaport, D. *The development of concept formation in children*. *Amer. J. Orthopsychiat.*, 1944, 14, 156-162.—

Concept formation was studied by means of the Weigl Color-Form and Sorting Tests. The study aimed to provide a tentative set of norms against which clinical material might be evaluated. The results show a rather steady increase with age in ability to group together objects which belong together and in ability to give abstract, conceptual explanations of the groupings. Thus a rough scale is provided for the evaluation of the degree and type of impairment in clinical cases.—R. E. Perl (New York City).

2328. Ribble, M. A. *Infantile experience in relation to personality development*. In Hunt, J. McV., *Personality and the behavior disorders*. New York: Ronald Press, 1944. Pp. 621-651.—A Freudian analysis of the significance of infantile experience in the formation of personality is followed by a discussion of direct observations in this area, most of it based on unpublished studies by the author. Important topics deal with the child's emotional relation to the mother, oral experiences, the effect of experiences related to elimination, and experiences related to affectional needs. There is a brief review of related studies of animals. Bibliography.—L. J. Stone (Vassar).

2329. Schachtel, A. H. *The Rorschach test with young children*. *Amer. J. Orthopsychiat.*, 1944, 14, 1-10.—The author studied 10 nursery-school children over a period of 5 years, using the Rorschach technique. Detailed records of one child are presented. The aim is to discover what is going on in a child's perception before he begins to express himself adequately in words. This blind Rorschach analysis should be compared with the personality picture of the boy as given by Murphy, *Personality development of a boy from age two to seven* (see 18: 2319).—R. E. Perl (New York City).

2330. Stinchfield-Hawk, S. *Moto-kinaesthetic speech training applied to visually handicapped children*. *Outlook for Blind*, 1944, 38, 4-8.—A survey is reported covering the speech problems of the blind or low-visioned child as revealed by the work of the author and others, in the United States and in Austria. The commonest speech difficulties found in blind children are letter substitution, oral inaccuracies, lisping, and mild stuttering. Moto-kinaesthetic training is a great aid to children who cannot profit by visual imitation or visual association.—K. E. Maxfield (New York City).

2331. Stinchfield-Hawk, S. *Speech training in a nursery school for visually handicapped children*. *Outlook for Blind*, 1944, 38, 39-41.—For the past two years the moto-kinaesthetic method of speech training has been tried at the Nursery School for Visually Handicapped Children in Los Angeles. Through reference to individual cases, evidence is presented of the importance of proper speech training in the raising of the IQ level of these children. (It is recognized, however, that the rise in IQ was sometimes due in part to other factors.) This method makes speech meaningful to visually handicapped children who cannot benefit by the usual means of acquiring speech.—K. E. Maxfield (New York City).

2332. Stone, B. S. [Ed.] *Child welfare handbook: a guide to health and social services*. Boston: Massachusetts Child Council, 1943. Pp. x + 58.

\$0.25.—A handbook is presented of Massachusetts agencies intended for those whose professional duties bring them in contact with children. A section on population analyzes the population under the age of 21; a section on the state government describes the various state services for children; a third section lists specific agencies under each type of resource by city and town, indicating federal, state, and local agencies; a final section indicates in skeleton form the resources which are generally available in most communities, with provision for completing the outline in terms of local situations. Types of agencies referred to include public welfare, child placement, the blind and handicapped, child guidance, day nursery and nursery schools, delinquent children, etc.—*L. J. Stone* (Vassar).

2333. Strachey, Mrs. St. L. These two strange years: letters from England, October 1939–September 1941. New York: Commonwealth Fund, 1942. Pp. 54. \$0.50.—Life in England in wartime is reflected in the reactions of eight evacuated children whom the author cared for in her country home. A knowledge of child guidance is indicated in the preservation of the mental health of these children under difficult conditions.—*G. E. Bird* (R. I. College of Education).

2334. Strang, R. Why children read the comics. *Elem. Sch. J.*, 1942–1943, 43, 336–342.—Through interviews with and written reports by school children in grades 1–12, the author found no lasting detrimental effect of interest in comics upon reading habits, since many of the older adolescents felt that they had outgrown this type of material. In fact, comics often served as a transition stimulus to more mature reading. Since young children report such a wide range of satisfactions from comics, it may well be that this kind of reading matter legitimately serves the needs of some. It is suggested that educators spend their time in improving the level of comics rather than in attempting to abolish them.—*L. Adams* (Barnard).

2335. Symonds, P. M. Some empirical principles of child guidance. *Teach. Coll. Rec.*, 1944, 45, 307–316.—Criteria for determining treatability of problem children are given. Child guidance takes time and must be adapted to fit the individual. Several methods may work equally well, depending upon the actual situation. In general, the rest of the child's family also needs treatment. Division of labor between the social worker and counselor is advisable. Although symptom treatment may miss the larger educational and therapeutic objectives, it may be best for the most immediate and practical results. Footnote bibliography of 18 titles.—*L. Birdsall* (College Entrance Examination Board).

2336. Szurek, S. A. Child therapy procedures. *Psychiatry*, 1944, 7, 9–14.—A brief résumé is given of the more recent experiences of the staff of the Illinois Institute for Juvenile Research in the psychiatric treatment of children ranging in age from 3 to 11 years. Therapeutic approaches include the medical, psychoanalytical, psychiatric, psychological, and social service studies, nursing care, and

social readjustment.—*M. H. Erickson* (Eloise Hospital).

2337. Van Ophujsen, J. H. W., & others. Treatment of children presenting aggressive behavior disorders: a symposium. *News-Lett. Amer. Ass. psychiat. Soc. Wkrs*, 1943, 12, 93–105.—Four papers by psychiatrists and social workers discuss clinical aspects of aggressive disorders in children. In contrast to the inhibitions and self-restraint of the average neurotic child, the antisocial aggressive child seems to suffer from inadequate development of conscience, possibly due to imperfect displacement of aggression from ego to parental images. The therapist must be an adult who is firm but friendly. Therapy usually requires co-operation of the community in the person of social workers, teachers, and parents or parental substitutes.—*A. B. Hunter* (Brown).

2338. Varro, M. The musical receptivity of the child and the adolescent. *Proc. Music Teach. nat. Ass.*, 1943, 77–88.—Musical receptivity at 5 life stages is described: baby period, nursery period, elementary-school period, preadolescent period, and period of adolescence.—*P. R. Farnsworth* (Stanford).

2339. Vollmer, H. The person unfolds. *Amer. J. Orthopsychiat.*, 1944, 14, 167–171.—The author raises many questions as to the pediatrician's responsibility for a child's psychological development. He makes a plea for trustful watching of the creative unfolding of the person rather than violent interference on the part of parents.—*R. E. Perl* (New York City).

2340. Weatherly, H. The preparation of a child for psychiatric examination. *Welf. Bull. Ill. St. Dep. publ. Welf.*, 1943, 34, No. 7, 21–23.

2341. Werner, H., & Carrison, D. Animistic thinking in brain-injured, mentally retarded children. *J. abnorm. soc. Psychol.*, 1944, 39, 43–62.—Eighteen brain-injured, mentally retarded children were matched with inherently retarded children of similar MA and IQ. When asked if various objects and events were living or dead, the brain-injured children more often gave animistic responses, reasoned from human situations, and attributed conscious activity to the objects. It is suggested that the distractibility and lack of self-control of brain-injured children interfere with their differentiation of persons and things.—*C. M. Harsh* (Nebraska).

2342. Wolberg, L. R. The character structure of the rejected child. *Nerv. Child*, 1944, 3, 74–88.—From an intensive study of 33 children suffering from emotional disorders, it is concluded that "parental rejection has a determining effect on the character structure of the developing child. By interfering with fundamental needs and strivings it generates tension, rage, and anxiety that flood the immature ego and jeopardize normal security feelings. Rejection undermines the self-esteem of the child and handicaps him in the expression of basic impulses and demands. It induces catastrophic feelings of helplessness and a persistent sense of frustration."—*G. S. Speer* (Central YMCA College).

[See also abstracts 1958, 2054, 2162, 2210, 2256.]





